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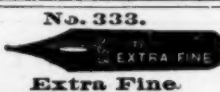
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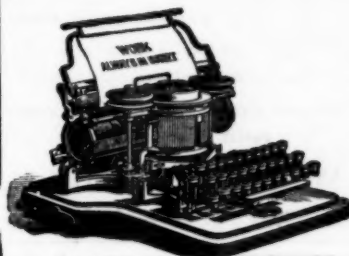
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A Weekly Journal of Education.

Vol. XLVI.

For the Week Ending March 11

No. 10

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The business department of THE JOURNAL is on page 266.

All letters relating to contributions should be addressed plainly, "Editors of SCHOOL JOURNAL." All letters about subscriptions should be addressed to E. L. Kellogg & Co. Do not put editorial and business items on the same sheet.



TRADITION holds great sway in the school-room. From a gathering of teachers in a town in New York state a group went out to visit a school, piloted by the superintendent. A class with twenty-one children were found standing up to read in the Second Reader. The visitors sat down; one pupil essayed to read; he came to an unknown word; his eyes bulged; his fingers pulled at a button on his coat; he gave a wrong name to the word; knew it was wrong; tried again; finally the teacher named the word and there was smoother sailing for a short time. The next went through with the same process; probably most of the class did their reading daily in a like manner.

As the visitors left the building one ventured to remark, "—, I don't call that reading; that is stumbling, mumbling, and tumbling among words. I sat my foot down on that about five years ago." Would that this were followed by all teachers. If the pupil is got into an intelligent method of word study the stumbling business is ended.

A teacher called up a little boy who seemed to be disturbing his neighbor, and while hearing a class left him standing on the floor. After the class was dismissed she turned to the little fellow and felt sorry for him. She looked at him and, through him, to his home and his surroundings. She bade him take his seat and she could not but look tenderly at him. He leaned his head on his desk and began to shed tears. This infected the entire school. They felt the teacher was sympathizing with Johnny; they sympathized. It did all good and yet no word was spoken.

Every teacher should read outside her own practical sphere of work. The grammar teacher should read up primary methods, both to keep informed in a general way of school progress, and to understand her pupils better, as they come to her from the classes where those methods are employed. The primary teacher should read up the methods that are coming into use in grammar schools, both for general information and for the special light they may shed upon her own work. The teacher who merely glances through an educational paper for devices that she can use this afternoon, tomorrow, or next week, does not know what education is.

In a school examination by a county superintendent, lately witnessed, the older pupils were asked concern-

ing the principal events that had happened since the school opened in September last. These were pupils of twelve and fourteen years of age that evidently had read considerably about the world's doings. The death of Mr. Blaine, the Panama scandal, the election of Mr. Cleveland, and the breaking out of cholera were remarked upon. This would not have been done by an official ten years ago; there are a good many that don't give any attention to such matters now.

A teacher may be a good plodding teacher, and do his best, and yet never have struck a spark out of some of the natures before him; and if he has not he will have failed, even though they got good lessons. Teaching is more than hearing lessons; the teacher must come in contact with his pupils.

Teachers cannot over-appreciate their free Saturdays and the two long months of holiday they enjoy in the summer. It is none too long, we agree, but how many there are,—brainworkers, too—who have to content themselves with a very short vacation, after working six days a week all the year. It is true that there are few kinds of work as wearing as teaching and that few teachers could bear the strain of a longer teaching year. Fortunately, there is a need that they should do so. We trust the time will come when two hours a day for five days a week during nine to ten months a year will be considered enough time for one person to spend in actual class teaching. Then the teacher will be able to fully prepare her work without impairing her strength. Meantime, teachers very generally need to grow up to an adequate notion of what it is to prepare a lesson so that it may be given once for all and become a "known" for future "unknowns" to be linked with. Progress moves along on parallel lines, a little on this and a little on that. Keep your line moving, teachers. Keep on improving your work, and your conditions will improve. Devote a part of the precious summer vacation to the collection of material for "nature lessons." What more healthful recreation can you devise? The average summer school lasts three weeks. You could spare that, enjoying change of air and scene all the time, and still have a long resting space to "forget school" and thoroughly enjoy your novel and your hammock or your gay mountain parties. Ambition will be served and your love for your work increased by the summer school. But, above all things, realize that it is a very great, if a well earned, *privilege* to have all this care-free time.

It is not a soul, it is not a body that we are training up; it is a man, and, as Plato says, we are to make the body and soul draw together, like two horses harnessed to a carriage.—MONTAIGNE.

## Herbart. I.

By L. SEELEY, Lake Forest University.

## INTRODUCTION.

American teachers have heard much about Comenius, Pestalozzi, and Froebel, but recently the name of Herbart has come to the front. In Germany Herbart has long been recognized as the greatest philosophic pedagogue of his time, if not of all time, and his system has done more to influence pedagogic thought than either of the great reformers above mentioned. American students who have gone to Germany to study pedagogics have come in contact with this system through his disciples and have returned to disseminate his principles. The first step towards a systematic dissemination of these principles in America was taken at the National Teachers' Association in Saratoga last summer, when a Herbart club was organized with President De Garmo, of Swarthmore college, as president. This club proposes, by translations and by original works, by use of the pen and the rostrum, and by every other possible means, to bring forward the discoveries of Herbart. They have already translated Lange's *Apperception* which shows the most recent, and most advanced thought of the Herbartian school.

The discussion and interpretation of Herbart is not an easy task. I have known a seminary of teachers in Germany, consisting of university professors, experienced teachers, and students, to sit for hours over a single passage from Herbart without coming to an agreement as to its meaning. Many books have been written explaining and interpreting him. At least two antagonistic schools have been formed, both claiming to be Herbartian and yet differing from each other materially. The leader of one was Ziller (died in 1883), and of the other Stoy (died in 1885). The prominent followers of Ziller are Rein, Lange, Rickel, Scheller, and Staude; of Stoy's followers we may mention Frick, Dorffeld, and Mollberg. There is still another party that may be classed as opponents of Herbart; Bartels, Kehr, and Dittes are prominent among this class. Ziller stands at one extreme and Herbart's opponents at the other, while Stoy takes conservative ground between the two extremes.

When Stoy died, Prof. Rein, an extreme follower of Ziller, was called to Jena to Stoy's chair of pedagogics. This was a great triumph to that faction, and it brought the Ziller school and its interpretation of Herbart to the front. As it seems to me that this school represents the most advanced pedagogics of Germany to-day, I shall give their interpretation of Herbart, in the main, as I understand it. Prof. Rein, of Jena, undoubtedly takes the first place among the pedagogues of Germany at the present time. While I am of the opinion that many of Prof. Rein's theories are too fine spun to be of value, it must be acknowledged that he has done great good to the cause of education everywhere.

I propose to place before the readers of THE JOURNAL some of Herbart's prominent ideas in regard to *Harmonious Development*, *Many-Sided Interest*, *The Five Formal Steps*, *The Historical Steps*, etc., endeavoring to give a correct view of this greatest pedagogue of modern times from a philosophical standpoint.

Johann Friedrich Herbart was born in 1776 and died in 1841. He early showed a bent for philosophical studies, having the advantage of studying under Fichte at Jena. He began lecturing as *Privat Dozent* in Göttingen, was called to Königsberg to the chair formerly occupied by Kant, but returned to Göttingen where he ended his days. He carried his research into the field of philosophy, æsthetics, theology, psychology, and pedagogics. It is with Herbart as pedagogue that we have to do. Rousseau started new lines of thought as to the proper method of educating the child, teaching that nature's laws must be observed in training the child. Pestalozzi, catching the spirit of the great French philosopher, gathered children about him and gave a practical illustration of the method. Both did great service to the cause of education, both instigated new reforms, both started mighty influences which will never cease to be felt in every school where there is intelligent teaching. But neither Rousseau nor Pestalozzi founded a system of pedagogics, and it was left to Herbart to do this service to the world. To him we are indebted for the enormous advance in psychology in these later times, especially in its bearing upon and connection with pedagogics.

Herbart gave the earliest impulse to secure a scientific foundation to pedagogics. He began as early as 1810 to lecture on the subject, gathering students about him into a pedagogical seminary and forming a practice school with children. He says that his investigations were chiefly due to the settled conviction that very many of the tremendous gaps in our pedagogical knowledge are attributable to defects in our psychology, and that these must be remedied before a science of education is possible. Herbart holds that there are no faculties of the soul in the sense that most philosophers claim; he says that all notions, or ideas, are stored in the mind where they lie dormant until association or some external activity calls up an idea and brings it forward prominently into the consciousness, while other ideas retire into the background. Hence the important place that he gives to association in his system of pedagogics.

Much is said in these times about educating the indi-

vidual. Herbart makes his pedagogics center around this thought, and if he had done nothing more for education than this, he would still have rendered incalculable service. Neither family, nor state, nor humanity is the end of education, but the development of the individual. Everything but the individual is an abstraction, and valueless excepting so far as it advances his interests.

With Herbart the work of education has three offices: *discipline, instruction, and training*. The child has no control over himself; he is the prey to lawless inclination, and the office of discipline is to overcome this and teach self-control. Much of discipline is furnished by society and by the family, but not enough; there must be the systematic discipline of the school. Discretion must be exercised as to when discipline shall cease. It must not be carried too long nor relaxed too soon. It must cease as soon as the child has reached a condition in which he can control himself.

The aim of instruction is to cultivate the will to impart an insight into ethical relations, and to create an ability to realize ethical ideas. It has for its end the building of character. The imparting of knowledge in instruction has a far wider purpose than the fixing of the particular knowledge so as to fit for an examination, or even the accumulation of facts. It will surely give the facts, but the end is not the facts, but the growth, the development of the child into well-rounded character. Pedagogics, therefore, is a department of ethics, or rather the method by which ethics secures its aim, the perfection of the individual. Recognizing the importance of proper instruction, Herbart gives very careful directions in regard to it in his *formal steps*, which I shall discuss later.

Training aims to fix the moral lessons into abiding forms of character, and to bring the student to a point where he can undertake the work of self-culture. The *formal steps* are not exclusively for the purpose of instruction, but must of necessity assist in the matter of training.

## A Reply to Supt. Maxwell.

By WALTER J. KENYON, Cook County (Ill.) Normal School.

"I have yet to be convinced that, for children under fourteen years of age, any successful system of manual training, except the gifts and games of the kindergarten and 'form study and drawing' as it is found to-day in schools, has been worked out."—WM. H. MAXWELL.

Supt. Maxwell's stand in the above is decidedly that of an educator. He isn't an anti-fadist." He realizes, as a teacher, the urgent necessity of a mode of manual training for those middle years of the formative stage which are almost as responsible, in their turn, as the earlier ones spent at the mother's knee and in the kindergarten. In this connection he points out that no system has been so far introduced that proves adequate to the need.

Now the truth of this is clear and the reasons are simple. The matured condition of kindergarten study results from the impetus given by one who was admittedly the greatest teacher after Christ. This movement began long enough ago to have gained, by this time, a majestic headway. It sprang from Froebel, not in a few scattered, half-defined oracles, but in a full-fledged system, a well-rounded nucleus worthy of all future accretion. The kindergarten was born with its shoes on. Further than this, its later advocates have possessed what the mass of teachers do not, the knack of interesting the general public in their line of work. If any school department can be said to be dandled in the lap of public patronage that surely is the kindergarten. Thus, with the sturdy start it received and the doughty champions who have served it all along the line, it is very natural that the kindergarten should now be refining itself on the best pedagogic thought of the day. It is a powerful institution. Those who have studied kindergarten philosophy know it is good. Those who have not, don't dare launch their negative dogma against it.

The other end of the line, the high school, has always had a first place in the people's hearts—at least of that

small portion of the people that decides public movements and public expenditures. Although the high school is a luxury that is enjoyed directly by a very small per cent of the population, yet that dignified mystery, which attaches to all the higher institutions in proportion to their altitude, has served to eliminate expense as a factor in the consideration of high school problems. Consequently the high school manual training has availed itself of every facility for its carrying out, and it is sound in all things but pedagogic principle.

Now, the value of any manual training (the mind, acting through eye and hand in investigating and transforming matter), must be inversely as the age of the pupil. Teachers are nowadays pretty well agreed that any rational system of education must deal very much with the concrete in the beginning and gradually proceed toward the abstract as the individual's stock of elementary ideas, *concept material*, approaches mature proportions.

Considering the intellectual value of the kindergarten processes; they are simply the filling the child's sub-consciousness with a vast store of associated elements of concepts that form a stock material which is constantly overhauled and readjusted and augmented in his later intellectual life. The process is identical with that which nature inaugurated and carried on during the pre-kindergarten years. This process, while it never stops (unless under some sorts of school influence) becomes less and less vital in its importance as the individual matures. Parallel with its subsidence the counter process, leading to the abstract, grows. Thus the lower intellectual life deals in the concrete, both in the receptive and expressive processes, while the higher and later advances more and more into the altitudes of thought where matter forms are profitably discarded. So, the modes of study, observation and expression in things (embracing all manual training) are pre-eminently the property of the earlier years. The closer the dependence of the expression on matter forms, the earlier its place in the natural sequence of modes of expression. It has been so with the race-growth. *Making*, the lowest mode, preceded *drawing* and *painting* (the modes partially removed from concrete forms) and they in turn were followed by the highest, most refined mode, that logical property of the maturest stage of intellectual development, the purely symbolic, *language*. Our mistake has been the outgrowth of haste.

In our eagerness to have the children master at once, the labyrinths in which their parents are yet struggling, we have inverted the order of psychologic growth. What wonder then that word studies prove irksome to the babies? What wonder that they hail with delight those God-prompted devices which some people like to sneer at as "mere play"?

So it is the case that manual training is rightly the kindergarten's main resource, while if it can be legitimately discarded anywhere, it is in the high school, whose processes we say are abstract, meaning simply that they avail themselves of concept material garnered through all the previous years, rather than through freshly presented externality. So we see that the finest mind action in the realms of science and the subtlest imagery in literature, aye, the deepest spiritual inspiration, revert for their necessary material to the inner reservoir filled in the lower, less honored years.

That is why we make an expensive error in attributing so much importance to high school manual training and so little to that of the intermediate school. Not that the high school systems are to be in the least depreciated—so long as we can afford them. But industrial instruction must be either formative or specializing. If the latter, it is a grave error to introduce it into any public school system, for it is no more nor less than teaching trades or professions. With such things the public school system cannot wisely grapple. If formative, then it is most effective in the earlier years, where the formative process is at its full. We have never yet learned to distinguish fully between purely formative manual training and the instruction in trade elements.

Now as to the form study alluded to by Mr. Maxwell. There are systems in use which demand of the pupil forms of expression too refined to correspond with his

status. A parrot may be taught much that with us, is expression, but to the bird is not. If a child is required to express that which he has not, the effect is morally depraving, intellectually stultifying. In order to meet an uncomprehended demand, he must borrow expression, much as the parrot would, without even *borrowing* the associated thought. This is the veriest sham, and in his defense be it said, thrust upon him. In such cases the resultant piece of work will be a copy expressing merely a muscular action unprompted by soul movement. Such a process is the negation of growth and is antagonistic to truth. Those form studies whose expressions reveal the child *as a being*, are good. Those that reveal him *as a machine*, passing from his hands unmodified by his individuality, are bad. The wrong tendency of such teaching is the demanding an expression whose degree of refinement, psychologically, exceeds that of the pupil.

At the date of Fröbel's death a three-year-old boy was playing with rock-ribbed nature in Sweden, all unconscious of his destiny. He was to become a foremost disciple of the great kindergartner. A disciple by choice; because he loved men and saw their needs. This was Otto Saloman, who has now, for a quarter of a century been garnering the philosophies of Fröbel, Pestalozzi, and Rousseau; of Salzmann, Franke, and the prolonged school of great German teachers, into a system that is destined to meet the want expressed above by Mr. Maxwell. The Swedish Sloyd, where its philosophy is kept in view, is a system of decided promise. Within the last few years it has enjoyed a marked growth in England and America. Sloyd Societies are as popular in England as Kindergarten Clubs here. The alumni of the parent school at Naas number about 1600. Its range is, remarkably enough, from Abyssinia to Iceland and from Britain to both the Americas and to Japan. We may say with truth that the introduction of Sloyd in American schools has not yet passed the experimental stage, but this is because it is a flower transplanted from abroad, with some characteristics that are not easily adaptable here. But one quality it has that we want: that is truth in principle. The question of success in practice is but a question of acumen in refitting the cloak that gives form to the inner core of truth. When the increasing efforts in that direction meet with some measure of success, our challenger will have no cause to deplore further the lack of real manual training for the middle school.

A very forcible correspondent in the *Syracuse Standard* argues against the Regents' examination. They consist of questions given out twice a year by the secretary of the Board of Regents; a sum of money is distributed to those who pass; admission to high schools is gained by these. His points are three: (1) unfair questions; (2) time wasted to cram for them; (3) vitiated atmosphere. Here are the questions objected to:

"Name a special object of interest in each of the following places: St. Augustine, New York, Albany, Boston, Gibraltar, Strasburg."

The text-books studied by the children, contain no mention of St. Augustine, except that it is the oldest city, but one, in the United States; none of Boston or Strasburg, but mention the fortress of Gibraltar. The information necessary to the answer could only be had by reading, or travel, or by being told by somebody.

"Locate the following places, and state for what each is noted: Mecca, Jerusalem, Rio Janeiro, Athens, and Rome." The question is little better than a test of the child's capacity to remember bald facts.

"Mention four cities of New York State that would be situated in a circle whose diameter is twenty miles." Is there such a circle, and is the locating of it a puzzle? Suppose we go out among the intelligent, well-read business and professional people of Syracuse, and ask them to name two towns in any other State than New York, where they have never been, which are within twenty miles of each other, what proportion of them could tell?

"Arrange the following places in order of latitude: Rome, Bombay, New Orleans, Sydney."

Just try it, you who read this, and imagine your lives depending on your getting them in wrong order.

"Give facts which justify the title Empire State as applied to New York." It is the Empire State because the people are pleased to call it so. It used to be called the "Excelsior State."

"Name and locate, by diagram or otherwise, the boundaries of the zones." Isn't the north temperate zone bounded on the north by the north frigid zone, and on the south by the torrid zone, and so on through them all?

There are twelve questions, with a possible 80 credits, and it is necessary that the person entrusted with the marking shall give 60 in order that the pupil may pass. If the questions were fair, and the marking conscientiously

done, this is not an unreasonable requirement. But the questions are not fair; they are not a test of the child's knowledge of what he has been over in his school work.

The some-body-or-other who has it to do attaches any value he sees fit to the answers given, and adds together these separate values, and if they have not made 60, he writes "refused," and the child goes back to grub through another term, in the hope that at the next "Regents" he will be so lucky, for it is only luck that can carry him through, to give such answers as will satisfy the person who at that time has the marking of his papers.

It seems incredible, but is not enough that the child after five months' work, has failed, but the fact must be proclaimed, not alone to those of his own class, who know what his scholarship is, but before the whole school, including the teachers, and visitors, if they care to attend.

Let us have done with this constant effort to remember everything that has been gone over. The chief value of study is to prepare for higher study, forsaking those things which are behind, and reaching forth unto those things which are before.

## Personal Recollections of Madame Marenholtz-von Bulow.

By MISS SUSAN P. POLLOCK, Principal of Frœbel Normal Institute, Washington, D. C.

Notice was sent to us by the friends of the noble and gifted Baroness Bertha Marenholtz-von Bulow, that she departed this life in Dresden, Germany, January 9, 1893.

This announcement vividly recalled to my mind, most delightful reminiscences of meeting her during my sojourn in Berlin, while pursuing my kindergarten studies, and leads me to write these few words in loving tribute to the memory of one, whose early and enthusiastic appreciation of Friedrich Frœbel's kindergarten system of education, was the key to a general comprehension and acceptance of it.

He found in her the friend he needed, to make himself understood. His writings were written in a transcendental style, far above the comprehension of the general public. Her quick intuitive interpretation of the hidden meaning of his words made her works and instructions of the greatest value to the world.

The most important books left us by this great authoress and educator, and the most useful to parents and educators are:—"Reminiscences of Frœbel," "Das Kind und Sein Wesen," "The Child," and also "Die Arbeit und die neue Erziehung," free translation, "Learning by Doing."

She made it her life work to introduce Frœbel's system to the educational world, and left no means untried to accomplish her purpose. That her efforts were appreciated may be seen by the following letters. The first of these is written by Monsieur A. Guyard, a French author, in Paris, in 1857, during her visit at the French capital.

"The more I listen to you, in regard to Frœbel's method, the more my interest increases, and the deeper grows my conviction that by this means a basis is laid for a new way to educate humanity."

"Accept my warmest and most sincere wishes for the propagation of Frœbel's method. He is great, perhaps the greatest philosopher of our time, and has found in you what all philosopher's need, a woman who understands him, who clothes him with flesh and blood and makes him alive."

"When the ideas of the future have become alive in devoted women, the face of the world will be changed."

The minister of public instruction invited her in 1871 to visit Florence, Italy, to introduce Frœbel's system there, and establish a normal school for the training of teachers.

Abbe Miraud, author of very learned works, writes to her in July 1858: "We have to fulfil a great mission in common. I shall have to procure for Frœbel's theory—which I accept fully—a hearing. To appreciate this theory in all its grandeur, richness, and utility, I accept the obligation to work for the ideas of Frœbel, according to my ability, of course, within the limits of orthodox Catholicism, to which I am devoted from faith and reason. You must certainly go with me to Rome, that we may work together there. If you resolve to do so, I will meet you at Orleans. You would find in Rome a good opportunity for propaganda. My friends there would aid us; but without your presence, nothing can be done.

Italy needs a regeneration by education. Let us work where the most rapid effusion is certain."

During the winter of 1860, it was my good fortune to be one of a party of invited guests at a luncheon given in honor of Mr. Nathaniel T. Allen, of West Newton, Mass.

Mr. Allen had been sent by the U. S. Bureau of Education to investigate and study educational methods in Germany, and the group at the table included representative educators of several nationalities.

With each and all of them this talented woman conversed with equal ease and freedom in their own language.

Her manners were unaffected—simple yet gracious, and her thoughtful attention toward all her guests won their personal admiration, while her animation and earnestness aroused the interest of all.

I shall never forget her impressive look and manner, as she held me warmly by the hand, and said: "You are highly favored to be one of the very first to introduce Frœbel and his great educational work in America. Strive to represent him nobly in your new country."

Wherever the world will hear of Frederick Frœbel's discovery of the kindergarten philosophy, the name of Madame Bertha Marenholtz-von Bulow will arouse an equal amount of love and reverence in the hearts of those who love humanity, and to whom the well-being of childhood is dear.

## A Hindu School.

The school was a commodious little shop, with the floor strewn over with street dust, and an elevated square for the master. On the square squatted the master, and on the floor squatted his flock—Hindu and Parsi. There were no tables, nor benches, nor slates, nor pencils, nor books, nor maps. Each boy had a little board, which he covered over with dust from the floor and wrote or ciphered on. With these humble materials the pupil was expected to acquire a good hand and to do complicated sums in arithmetic. Everything was learned on a versified system; even the alphabet and numerals were drawn out in a versified form. The boys had to repeat by rote the fractional parts of each integer up to 100; that is to say, they were expected to promptly shout out from memory the  $\frac{1}{2}$ , the  $\frac{1}{3}$ , the  $\frac{2}{3}$ , the  $\frac{1}{4}$ , the  $\frac{3}{4}$ , the  $\frac{1}{5}$ , the  $\frac{2}{5}$ , and the  $\frac{3}{5}$  part of any number up to 100, or to multiply any number by these inconvenient fractions. At mid-day they brought up their dust-covered boards to the master, with their writing and ciphering written on them. If the work was satisfactory, the master struck the board with his stick, so as to send the dust flying and obliterate the day's work, and the board was ready for fresh operations.

Accuracy in forming concepts depends upon two things: first, upon the power of the mind to distinguish all the different forms and varieties of energy from each other; as, for example, to distinguish colors from sounds, and to discriminate between blue and pink; second, it depends upon the mind's power to determine the limitations of the energy acting upon it; that is, the mind must not only measure or exactly estimate in some way the value of each form of energy in itself, it must also determine its relative value to all other forms with which it is associated, if the concept is to be clear. Thus, for example, when I look at a box, if I properly apprehend and estimate the energy received by the eye, I get a correct idea of its outline; and in the same way if I properly estimate the energy received when it is placed in contact with my finger tips, I get a correspondingly definite idea of its density and form. This determination of the limitations of the energy is always done through a comparison with a standard measure. Accuracy is dependent upon the power of judging, and therefore upon psychic conditions. It is the absolute necessity for accuracy that gives rise to the demand for the mathematical element in education.—WILBER S. JACKMAN.

## The School Room.

MARCH 11.—LANGUAGE AND DOING.  
MARCH 18.—EARTH AND SELF.  
MARCH 25.—NUMBERS, PEOPLE, AND THINGS.  
APRIL 1.—PRIMARY NUMBER, ETHICS.

### Knife Work in the School-Room. IV.

By GEO. B. KILBON, Principal of Manual Training School, Springfield, Mass.

Lessons XIII. to XVII. K. W., concern the cutting of curve-linear forms of which XIII. and XIV. are geometric. In lesson XIII. thread must be used that does not stretch. For the benefit of teachers who wish for the information, we give the following as the simplest method of describing an ellipse with compasses.

Draw a rectangle whose length and width, Fig. 1, shall equal the diameters *de* and *ah* of the ellipse required. Divide *ag* and *af* each in three equal parts. From *e* draw lines through the points of division on *ag*, and from *d* draw lines to the points of division on *af*. These lines will intersect at *b* and *c*.

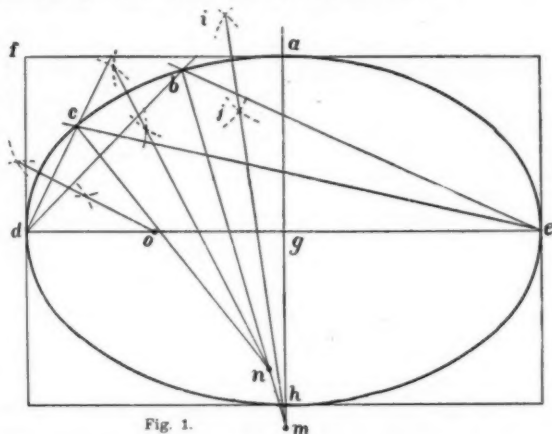


Fig. 1.

Bisect the distance *ab*, that is with compasses set about to the distance *ab*, using the point *a* for a center and then the point *b*, describe arcs intersecting at *i* and *j*. Draw a line through these intersections produce it to *m* and join *bm*. In like manner bisect *bc*, produce to *n* and join *cn*. Also bisect *cd* and produce to *o*. Then *m* will be a center to describe the arc *ab*, *n* will be a center to describe the arc *bc* which needs to be drawn a little past *c*, and *o* slightly adjusted will be a center to describe the arc *dc*.

Having thus drawn one quarter of the ellipse, the remaining three quarters may be drawn in like manner or this quarter may be cut out and used as a template to draw an entire ellipse.

The completed ellipse, Fig. 1, is 3 in. x 2 in. nearly and can be used for a pattern, transferring it to board, thus: lay a piece of impression paper on the board, lay the drawing on it, tack the three together and with fine pencil point trace on the line of the ellipse.

As some teachers may be also interested to know a simple method of drawing an oval we give the following for an oval 3 in. x 2 in.

Describe a circle 3 inches diameter (the length of the ellipse) as in Fig. 2. Divide one-half of it in six equal parts *A, B, C*, etc. Set the compasses  $1\frac{1}{4}$  in. (or any other chosen distance) and using the points *A, B, C*, etc., as centers describe successive arcs crossing the line *AG*, at *a, b, c*, etc. Join the points *A, B, C*, etc., on the circumference to the points *a, b, c*, etc., on the line *AG*. Find the points *a', b', c'*, etc., by the following proportion:—  
Length of Ellipse : Width of Ellipse :: *Bb* : *b'b'*  
3 in. : 2 in. ::  $1\frac{1}{4}$  in. :  $1\frac{1}{4}$  in.

Set the compasses  $1\frac{1}{4}$  in. and use the points *a, b, c*, etc., as centers from which to describe successive arcs at *a', b', c'*, etc. Draw an oval free hand through the points *a', b', c'*, etc., or if preferred draw it mechanically thus:—

Describe a small circle around each of the points *a, b, c*, etc., or otherwise make them distinguished. Bisect the distances *a, b, c*, etc., continuing the bisecting lines downward far enough to find at first the points *m* and *p*, and then to allow a line drawn from *b'* through *m*, to intersect at *n* with the nearest bisecting line on the right and in like manner a line drawn from *c'* through *n* to intersect at *o*, with the nearest bisecting line on the right. Also to allow a line drawn from *f* through *p* to intersect at *q* with the nearest bisecting line on the left and in like manner a line drawn from *e'* through *q* to intersect at *r* with the nearest bisecting line on the left.

Then will the points *m, n, o, p, q* and *r* be centers from which to describe the respective arcs.

We wish to repeat that this description is inserted for the benefit of progressive teachers and to perform it one needs fine tools,

and the ability to make close measurements and do accurate lining.

The principle on which this method is founded is that any point of a pitman as *C*, Fig. 3, describes an oval, except the points *B* and *D*, *B* being the crank pin connection which describes the 3 in. circle of Fig. 2 and *D* the cross head connection which travels in the line *AG* of that Fig.

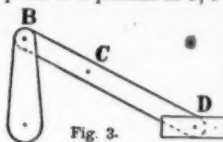


Fig. 3.

The completed oval, Fig. 2, is 3 in. x 2 in. nearly and can be used for a pattern.

Lesson XV. The Vase is given for practice in cutting a reverse curve.

Lesson XVI. The Clover Leaf is given for practice in cutting out the sharp angle between two circles which touch each other. Omit the stem and the problem becomes a simple trefoil. A quarter-foil may be used instead.

Lesson XVII. The Crescent is given for practice in cutting sharp corners across the grain. It also repeats the reverse curve of the vase.

Lesson XVIII. The Star repeats the sharp corner practice of the crescent. It also gives practice in cutting against the grain as the directions given suppose the knife to be held as in Fig. 24, K. W., and inclined as in Figs. 29 or 30, though the star can be cut holding the knife as in Fig. 16 (without the try-square), and as in Figs. 32, 33.

The star and crescent are difficult problems, perhaps impossible

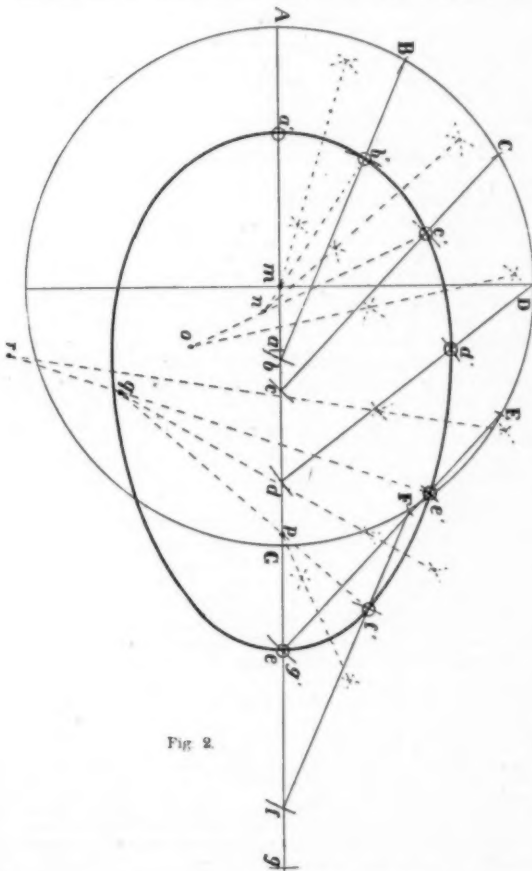


Fig. 2.

for some pupils to master but are given to develop the skill of those who can master them.

Lessons XIX and XX. The Arrow and The Rule, give practice in cutting longer straight lines than previous lessons. Also the notch in the feather end of the arrow repeats the difficulties of the star in cutting against the grain, and the rule reviews gauging and try-squaring.

The practice of Lesson XXI. may end after making the four letters mentioned on pages 55 to 58, inclusive, or various mottoes can be made according to the time at command or the interest manifested.

Lesson XXII. The Monogram combines in review all of the instruction of previous lessons, and only those students will succeed with it who have successfully accomplished them.

Figures 97 to 101 are illustra-

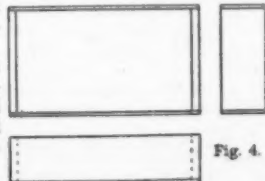


Fig. 4.

tions of possible combinations of previous forms. Teachers can exercise option about making them. Also the hand on page 176.

Lesson XXIII. describes the making of a box 9 in. long  $\times$  5 in. wide  $\times$  2 $\frac{1}{2}$  in. high outside measure, a size sufficient to hold all of the preceding work. Before commencing it draw three full sized views, viz., plan, front view and end view, as in Fig. 4. This

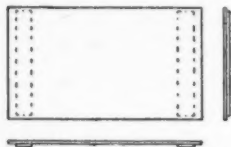


Fig. 5.

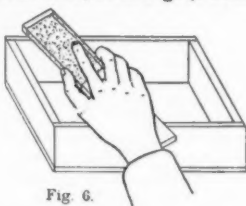


Fig. 6.

can be done on a sheet of paper 9 in.  $\times$  12 in. and the Industrial Drawing Kit 10  $\times$  12 $\frac{1}{2}$  made by The Milton Bradley Co. is very convenient for the purpose. Notice that the ends of the box are  $\frac{1}{2}$  in. thick. This is in order that they may better hold the nails. Also draw on another sheet three views of the box cover as in Fig. 5.

The directions for sanding edges given at the top of page 63, K. W., are illustrated in Fig. 6.

## Writing.

To write a "composition" was formerly considered something that only a pupil of rare abilities could aspire to. Like many other things done in the school-room, writing has been wrongly attempted. If an object is placed before a child he immediately wants to say something about it. A young child was shown a little pig; looking attentively she exclaimed, "Oh, mamma, see its little ta-ul" (tail)! This was an oral composition; it was an expression in language of something the child saw, or knew.

Young children can write, "I have a cat; she is black." This is a written composition; it is an expression in writing of something they know. The young child can write a good many compositions; but the teacher is short-sighted and thinks deep thinking should characterize a composition. Let him remember St. Paul's words: "When I was a child I spake as a child," and wrote as a child.

What should be aimed at in writing? Readiness and accuracy of expression in using written language. This is the aim in all the grades, not smartness or brightness any more than in arithmetic; if there is smartness it will appear in due time. The time for "the full corn in the ear" is later on, often very late. Let the teacher be satisfied if the pupil can write a letter neatly and accurately, as a test of its ability in writing, say when ten, twelve, or fourteen years old.

1. Let the teacher select proper objects for each grade, for example, those in the First Reader must have an object like the stove, the door, an apple, etc. They can measure each object, if they like, tell what mode of color, etc. As is said in a little book lately published\* the "near at hand" must be chosen. My Dog, My Mamma, My Seat-mate, My Brother, are good subjects. No subject should be written about until it has been thought about.

The teacher will let each pupil select his subject; these will be selected to-day and to be written upon to-morrow. The teacher will charge each to examine the object, for instance, the dog or the cat, and lay up ideas to write out. This examination has an immense educative value, as all well know.

2. Grades like those in the Third Reader will select in accordance with the same rule, but they will have examined and laid up a good deal in their memories in past days. Here subjects like The Merchant, The Barber, The Farmer, will be appropriate.

A book with 100 subjects for each grade should be hung at the teacher's desk, accessible to all.

A case has been lately noticed in an educational paper where the study of an object and the development of terms as "transparent" and "opaque" was classed as a lesson in writing. A careful study of an object will demands the use of new terms; it is primarily a thought lesson, and secondarily a language lesson—for thoughts must be recorded in language; no progress is possible otherwise. Writing, as corresponding to composition, supposes the pupil has language enough for expression; what is needed is that he gather his ideas into shape on paper, "tell what he knows" about a thing, to put it roughly.

3. There must be much writing to learn writing; short pieces each day, those rather of the memorandum order. Once a week some subject may be written upon that will demand some special study.

4. As to corrections, here let it be understood as a settled rule, the pupil (as in arithmetic) must do his own correcting. The

\*"The Writing of Compositions," published by E. L. Kellogg & Co., New York, 13 cents.

writings can be exchanged and the margins marked where there are mistakes, and then returned to the writer who will look up the errors.

## Grammar Lecture.

By EDITH L. DAVIS.

Boys, as a usual thing, form a positive dislike to grammar proper.

The following is one method of arousing interest: Suppose the lesson for to-morrow is the infinitive. The teacher in assigning the lesson may say, "To-morrow, each pupil may prepare a lecture. You did not think you could lecture, did you? Well, each one may write on his slate a little lecture. Study all about the infinitive, so that you will tell us nothing but the truth. You will find an outline on the blackboard that may aid you."

The following outline will serve as an example.

Infinitive	{	How do we know an infinitive? Original illustrations of infinitive. Of what use is the infinitive? Give sentence using infinitive, then change form, keeping same thought without infinitive. Some words where sign is omitted.
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The pupil, after a few trials will begin to enrich these thoughts with his own illustrations. For instance, he could tell about the sign of the infinitive, how, after some words as bid, dare, etc., the little *to* does not feel obliged to appear.

All the class may prepare these lectures. One pupil may be selected by the teacher to deliver the lecture, and the remainder may serve as critics.

The criticisms may be written and placed in a box, to be read, or given orally.

## Vocabulary Development.

STORIES AND STORY-TELLING.

By "VERBUM."

The natural love of children for stories should be early used in developing their vocabulary. It is their "language food" and offers an attractive method of cultivating the imagination and morals at the same time that language is being developed and trained.

At this early period of their education everything is full of interest, as they are of enthusiasm, credulity, and sympathy; and the greatest care should be taken in the selection of the stories they are to hear or reproduce, as well as in the manner of their rehearsal. It is marvelous how they will listen again and again to the same "word picture," entering further into its spirit each time, discovering new points and learning new lessons with every repetition. Then when they are asked to repeat the story! Note the triumph with which they recall point after point, enlarging their own powers of speech and unconsciously adopting that of their teacher!

Their appreciation of "fine language" and grand ideas is a matter of astonishment among those who are constantly urging teachers to "get down to the child's capacity." A much better way, one more compatible with the law of growth, is to develop and increase the capacity of the child, that he need not struggle every time he meets a grade of language a step higher than mere "baby-talk," a style of language that is ever to be deplored and avoided by lovers of good English.

Stories may be utilized in various ways:

First, by telling them to the children, always being sure to explain the new words introduced with each lesson, and all figurative language.

Second, by reviewing the same; (a) asking questions that call for something beyond a mere "yes" or "no;" (b) calling for volunteers to rehearse different points; (c) by repeating elliptically—allowing the pupils to supply omitted links.

Third, by asking the children to tell you a story in "parts"—beginning with a topic of your own suggestion; also by letting each one tell a short story on the same subject using certain new words designated by yourself.

### CAUTION.

Teach the difference between drawing on the imagination in this way, and lying—or you may get into deep water. The writer knows of one instance where a child of four years had been indiscriminately fed upon stories until her imagination was so much keener than her speech that she made an unenviable reputation in this line, without being in the least blamable; and her everyday "yarns" of the miraculous were as lamentable for some reasons as they were laughable for others, and commendable for still others.

In telling or calling for fairy stories, or any similar ones, be sure to speak of the quality of truth in that connection.

## The Reading Lesson. I.

By E. MEREDITH.

This lesson is with a Fourth Reader class; it has been given out several days in advance. It comprises the first 18 lines of Lowell's poem on Agassiz, written in Florence, Italy, Feb., 1874. The pupils number the lines in the margin with their pencils.

1. The electric nerve whose instantaneous thrill
2. Makes next-door gossips of the antipodes,
3. Confutes poor Hope's last fallacy of ease
4. The distance that divided her from ill:
5. Earth sentient seems again as when of old
6. The horny foot of Pan
7. Stamped, and the conscious horror ran
8. Beneath men's feet through all her fibers cold:
9. Space's blue walls are mined; we feel the throe.
10. From underground of our night mantled foe:
11. The flame-winged feet
12. Of Trade's new Mercury that dry-shod run
13. Through briny abysses dreamless of the sun,
14. Are mercilessly fleet.
15. And at a bound annihilate
16. Ocean's prerogative of short reprieve;
17. Surely ill news might wait,
18. And man be patient of delay to grieve.

The reading in the class is but a small part of the reading the pupil should do; (1) the main object of the teacher must be to rouse in the pupil the habit, spirit, and purpose of careful study of the text. He will therefore question, question, question, until the pupil sees into and through the mind and product of the author. (2) The utterance of the author vocally is another and distinct part of the reading lesson; it cannot be properly done until the exhaustive study suggested is made. How a minute study of the text may be made is suggested. The cyclopedia, as well as his biography, should be consulted.

Who was Agassiz? Where born? What was his department? "Naturalist." What is a naturalist? How did he teach his pupils? "Set them to study nature." What is nature? What institution did he establish? "Museum of Comparative Zoology at Cambridge." What is zoology? Where is Cambridge? For what noted?

Who have written about Agassiz? "Longfellow in poem," "Fiftieth Birthday of Agassiz," also "Three Friends of Mine," and Whittier in "The Prayer of Agassiz." What year did he die?

When was Lowell born? Where is his home? "Cambridge." What was his department? "Literature, mainly poetic literature." What is literature? What is poetry? Mention three poets. Give four lines of poetry.

Was he graduated from Harvard university? What are the names of any of his poems? "Vision of Sir Launfal." "The Biglow Papers." Whose place did he fill in Harvard? Name some of his prose writings. "Among my Books." "My Study Window." Where was he appointed minister? When did he die?

How do we decide this to be poetry? Suppose it to be written as prose, without capital letters at the beginning of each line, would it be decided to be poetry? Is there writing in prose form that is poetry? Where? "Book of Job." "The Psalms." (Let other cases be pointed out, so that a clear idea of poetry may be had.)

What is the "electric nerve"? Why electric? Why nerve? What is thrill? Why instantaneous? What are the antipodes? What are gossips? Why is the telegraph referred to? How has this any relation to Agassiz? Where was Lowell when he wrote this?

What confutes? Why does Hope begin with a capital? What is personified? You may personify this school. What is a fallacy? What is Hope's fallacy? (Bear in mind that many go to Italy to be away from trouble, but that the telegraph may bring bad news there.)

What is sentient? Name several sentient things. What is earth? Pan—who is that? Why horny foot? (Pan was supposed by the Greeks to be a deity that pervaded all nature. Unreasonable fear from unexplained causes was called a *panic*—coming from Pan.)

What is the "conscious horror"? (The 7th and 8th lines are indistinct—one of the marks of poetry.) What is "Space"? What "blue walls"? What is "throe"? (Note the poetic word.) What is "night mantled"? (Poetic.) What is "flame-winged"? (Mercury the messenger of the god's was said to have wings on his feet.) What is "Trade"? Why begin it with a capital? Who was Mercury? How do the feet run dry-shod through, etc.? What "abysses"? What is meant? Why dreamless, etc.? Why are the feet "mercilessly fleet"? How "annihilate"? What is a prerogative? What is "Ocean's prerogative"?

What is a reprieve? Explain line 16. Explain line 18.

These 18 lines are what in respect to the poem so far? (No mention is made of Agassiz until line 45.) Why does he delay to speak of him? (To awaken interest.) Imitate this, supposing you wish to tell us the post-office is on fire.

How many syllables in first line? The second, third, fourth,

and fifth? Is this a common form of verse? The sixth line, how many syllables? The eleventh? The fourteenth? Is it allowable then to vary the number of syllables? Could some of these short lines have 5, 7, or 9 syllables?

What expressions are most poetic so far? (The 13th is admired.) Can you name any lines from other poems?

"June is the pearl of our New England year."

"Sharpens my wit upon his gritty mind."

"The children, they who are the only rich."

"I love to enter pleasure by a postern."

"Sometimes my bush burns, and sometimes it is

A leafless wilding shivering by the wall."

These are from "Under the Willows."

## Composition Outlines.

To the Editor of THE SCHOOL JOURNAL:—I am greatly interested in the reproduction stories published in THE INSTITUTE and JOURNAL. The week before Christmas I wrote this word picture upon the board: "Think of a snowy day. A store window full of toys. Two little ragged children. A kind-looking old man. Write a story suggested by these thoughts. As a result I had a number of good compositions, from which I selected these three as the best."

Philadelphia.

A SNOWY DAY.

One snowy day two poor little urchins went down a street where there were a great many stores, with beautiful toys in them. As they were walking something in a window attracted them, they walked up to it. Mark said, "I wonder what that is Ben?"

"I don't know either, only I wouldn't mind having it." "Yes, so would I, but we can never get such a toy as that, I suppose it costs about one dollar and we haven't got a cent."

Behind them there was a kind-hearted old man listening to their conversation.

"Would you like to have that engine, Mark?"

"Yes, sir!" answered Mark quickly. "Well, suppose we go in and ask the price of it."

They walked in and the old man asked the price of it. "One dollar," answered the clerk. "I'll take it," said the old man.

"Here, Mark take it home and you and your brother play with it."

A. ERNEST OWEN, 13 years of age.

A SNOWY CHRISTMAS DAY.

It was a snowy afternoon, when the snow lay on the ground, that I saw two ragged children tramping through the deep snow. They were crying, for they were very cold and it was Christmas day too.

Their parents were too poor, to buy them even the least toy.

At last they reached a shop where lots of pretty toys were in the window for sale. They stood there at the window, looking at the pretty things, feeling as happy as if they had all those toys.

At last when they turned around, they saw an old, gray man behind them. He asked them if they knew what day it was. They answered, "yes, but we haven't any toys."

So the old, gray man took them inside and bought them some beautiful toys.

They were so happy that they ran home with joy.

H. WEINMANN.

A WINTER FOR THE POOR.

On a snowy day in winter, it is hard to think how the poor live. It is yet harder to think of the little children whose parents are not able to get toys like the rich people. Once while I was walking along the street, I saw, looking in a window full of toys, two little ragged children. I felt very sorry for them for the very look in their faces told me they wished greatly to have one of the toys. A kind, old man heard what they said. He stood behind them and seemed to know how greatly they longed for one. He asked them which one they wanted and bought it for them. He then took them along the street and to his house, where he gave them refreshments. You may well imagine how much gratitude they felt towards him and I don't think any poor person would forget that.

MARCUS L. LEWIN, 10 years of age.

## How Is It?

What is the difficulty when a teacher gives a painstaking lesson on the cow and gets such results in composition as these?

"The cow is a very useful animal it give's us cheese, eggs and buttermilk."

The cow chews his cud with her two toed foot."

1. Is it that such subjects do not interest children?

2. Is it that, this being a city class, the cow was an utterly unfamiliar object, and too many facts about it were given at once?

3. Is it that the children had not the previous training necessary to enable them to see what was in the pictures the teacher showed them?

4. Is it that their attention weakly wandered from the subject because it had got the habit of wandering during a long course of "words, words, words" in lower classes?

5. Is it that they had been called upon to express so infrequently that the simplest effort at expression confused them.

6. Is it that penmanship was made such a bugbear and such a labor to them that the act of writing absorbed all their thinking power?

We are inclined to answer "No" to the first question, "Perhaps" to the second and "Very probably" to all the rest. The difficulties of teachers are cumulative if not scientifically attacked in the first stages of school education.

## Supplementary.

### A Dialogue.

FOR THREE BOYS AND A GIRL.

(Suggested by a well known conundrum.)

By E. E. K.

CHARACTERS: *Charley.*  
*Dick.*  
*The Dude:*—A tall slender boy with long coat, paper collar, high hat, eye-glasses, cane, umbrella, and candy cigar.  
*The Teacher:*—Dressed for walking; carries fan, book and parasol.

*Charley:* (Standing with Dick at one side of the platform and pointing toward the dude, who is sauntering aimlessly up one of the long aisles of the school-room.) Say, Dick, there's that English dude your cousin brought home with him.

*Dick:*—Poo-oor fellow. We all call him Dundreary behind his back.

*Charley:*—Are all Englishmen like him, I wonder?

*Dick:*—I should think not! My father's an Englishman, and so was King Alfred, and so was Captain John Smith.

*Charley:*—Do you know this fellow well enough to speak to him?

*Dick:*—No, and I don't want to.

*Charley:*—I'd like to give him a conundrum. Do you dare me to?

*Dick:*—Go ahead! Let's see if he can talk American.

*Charley:*—(To the dude who has reached the platform and is mounting it.) Good morning. Dundreary! Don't you want to guess a riddle?

*Dude:*—(Cocking his eye-glass at the boys, and drawing his words in a high, invalid key.) Haven't you made a slight mistake? Aw is this some maw of you(r) Amewican mannas? I can't quite get used to them, you know. (Every r must be studiously omitted or turned to w or ah.)

*Charley:*—(Imitating dude's drawl.) Yes. We're not like you English fellows, you know, but we're good enough in our way, you know. All we want is for you to guess our riddle, you know.

*Dude:*—(Feebly.) Widdles ah twoublesome things, you know. I can't bea(r) them, you know. Especially you(r) Amewican widdle, you know.

*Charley:*—Well, you know, this is a wegular Yankee widdle, you know. (Dick giggles.) And if you guess this one, you know, we won't ask you any more, you know.

*Dude:*—Fi(r)e away, then. One might as well gie of one Amewican custom as another, you know.

*Charley:*—Yes, and the sooner the better, you know. So here's the widdle: Why don't we want any English dudes in America?

*Dude:*—(Looking feebly indignant, elevating his nose another degree and turning away.) I think you Amewicans ah vevy wude! (The boys clap their hands to their knees, convulsed with silent laughter and follow him with their eyes as he descends the side of the platform opposite to that of his approach.)

*Dick:*—Say, Charley, if he had to have the check rein, on that tight, he'd think it a-w-ful cwuel!

*Charley:*—(Calling after the retreating dude, who slowly paces down the aisle, seeming to see nothing but vacancy.) You didn't guess the widdle. Don't you want to know? It's because the Yankee-doodle-do! (The boys again clap their hands to their knees, and this time laugh aloud. Then they put their fingers in their mouths and send a loud whistle after the dude.)

*Dick:*—Say, Charley, what was that fellow born for?

*Charley:*—That's a harder riddle than I gave him!

(Enters the teacher, a tall girl. The boys suddenly assume a grave and respectful demeanor, and tip their hats to her.)

*Boys:*—Good morning, Miss Brown!

*Teacher:*—(Very Gravely.) Good morning, boys, I see you are having a good time.

*Charley:*—(Exchanging a sheepish glance with Dick.) Yes'm. We asked that fellow a riddle and he couldn't answer it, and now Dick has one on me. He wants to know what Dundreary was born for.

*Teacher:*—Are you quite sure you know what you were born for yourself, Dick?

*Dick:*—No'm. But then Charley and I can work. There's no work in a dude!

*Teacher:*—A useful piece of work you have just been doing! (The boys hang their heads.) Did the young man molest you?

*Boys:*—No, ma'am.

*Teacher:*—Then it is very likely that he has a better motto to live by than you have. Probably his motto is, "Live and let live."

*Charley:*—I know we had no right to tease him, but it gets a fellow wild to see anything human dress up like a doll and walk like a poker!

*Teacher:*—No doubt the dude, as you call him, is a somewhat different human creature from yourself, but suppose the dog

should say to the horse, "I don't see why you never wag your tail and shake your body as I do. You have no right to live."

*Dick:*—I think a horse has as much right to live as a dog.

*Charley:*—Here's the dude again. Let's be friends with him

*Teacher:*—You have no right to speak to him if you are not acquainted.

*Charley:*—Oh, we're introduced now, and I must apologize for my wudeness. (Links his arm energetically in that of the dude, who starts back from him superciliously and vainly endeavors to disengage himself.)

*Dude:*—(Languidly flourishing his cane.) If it we(r)e n't for the lady, you know—(twisting back towards Miss Brown and attempting a dude's bow, which is badly hindered by Charley's tight grip.)

*Charley:*—(Moving away with the dude in the direction of the latter's first appearance.) Say, Dundreary, I didn't mean any harm, you know, but how does it feel to be a dude, any way?

(Dick looks doubtfully at Miss Brown, who wears a very grave face, and the two follow from the platform.)

### Queer Scholars.

(To speak this well needs some suggestions from the teacher as to the hand gestures, which must be made gracefully whenever the stars are spoken of; the voice should be even, without much inflection.)

I watch from the nursery window  
At the end of an autumn day,  
The stars come filling the heavens  
In their silent and silvery way.  
And as one by one they flicker  
Through the dimness blue and cool,  
I fancy them little scholars  
Coming noiselessly to school.

And some seem to know their lessons,  
And sparkle with quiet bliss,  
While others are glittering sadly,  
As tho' they were sure to miss.  
But often among the others  
A great star brightly glows,  
And these in their fine importance  
Are the teachers, I suppose.

And the moon who is just now absent  
From her proper place of rule,  
Perhaps, as one might express it,  
Is the principal of the school.

But, O little stars! I'm certain  
You've an easier school than mine,  
If all you have to learn up there  
Is just knowing how to shine.

—Selected.

### Preparing for an Entertainment.

A good way to get hearty coöperation from pupils is the following:

The teacher appoints two committees, of three each, of the more competent pupils to prepare programs.

Each of the committees prepares a program of dialogues, recitations, songs, etc., giving the names of the pupils to take part.

As, "John Brown. Recitation."

"Julia Berg. Dialogue."

These programs are written on the blackboard on opposite sides of the room and the school votes on them by passing to the side of their choice.

Pupils chosen find their own selections and for dialogues appoint others to help them. In this way the best talent is called out and the teacher's work is lessened (unless indeed she find her name on the program).

F. A. K.

Cut squares of white cardboard; on one card place two figures adding; and on the third place the result, place several combinations in one envelope, having a care that each problem has its corresponding result enclosed. When all problems are correctly placed upon the desk, let pupils write them on their slates or paper, and bring to class. When completed all results will be under problems.

BESSIE APPLE.

### The Stranger.

"No one can tell," said little Nell,

"What our baby tries to say.

She's just come down into our town,

And they don't know heaven-talk out our way."

—Wide-Awake.

## Editorial Notes.

Dr. Wm. T. Harris is chairman of the program committee of the World's Educational Congress, to meet at Chicago from the 25th to the 28th of July inclusive. This augurs a good program. A reception committee has also been organized by the National Educational Association, to secure boarding accommodation for visiting teachers. The services of this committee are extended only to members of the N. E. A. To secure membership in the association, it is necessary to apply to E. H. Cook, of Flushing, N. Y. The fee is \$2.00. It is to be hoped that the selection of subjects for the congress will include all the important school questions of the day, and that they will be discussed in the best light of modern educational thought. In this case the members will receive more than the value of their initiation fee in the bound volume of addresses which will be sent them this year as formerly.

People naturally expect to find the earliest and most complete report of an event that is of national interest to teachers in the educational papers edited and published in the town where it took place. The superintendents' meeting, however, though it occurred in Boston, had to depend on *THE SCHOOL JOURNAL* for a prompt report of its proceedings, the attention of our Boston Weekly contemporary being entirely taken up with the charming dinners that in its estimation, chiefly compensated the superintendents' for their days and nights of railroad travel. Those who could not attend, however, care more for the proceedings than for these gustatory reports and are sending in large orders for *THE JOURNAL*'s issue of March 4, which contained a carefully prepared report of the meeting on its pedagogical side.

The "athletic craze" in the colleges is bearing the fruit that might be expected. The exhaustion that is produced by the over-exertion causes a desire for stimulants and so the use of beer and whiskey has become common in colleges where the "craze" has made headway. The students of Yale college now divide the year into four terms, football term, baseball term, training term, and bock beer term. It need not be said that all this means degeneracy. When the uppermost has got to be lowermost and the lowermost is on top, then look out.

There is to be a famous summer school for teachers at Englewood, Chicago, this year, beginning Monday, July 10, and continuing three weeks. It is to be held at the Cook County Normal school, under the direction of Col. Parker himself, assisted by most of the faculty of the school and by the following picked talent in addition: In Drawing, Dr. Langdon S. Thompson and Lillie M. Godden; in Music, Profs. Chas E. Whiting, F. H. Pease, and Jennie A. Worthington; in Language and Reading, Mathilde Coffin. It is only necessary to remind our readers of the summer school of 1887 (the largest convention of its kind held anywhere in the United States up to that date), that made this spot memorable, to enlist their closest interest in the further announcements from Englewood. Only a preliminary circular has as yet been sent out.

At the end of every presidential administration the newspapers discuss the future of the out-going officers. What shall President Harrison do when he leaves the White House has been considered more or less and laid aside for a new subject. The teachers do not seem to have troubled themselves about what shall become of the various state superintendents of education as they make way for their successors, and yet it is a good question.

It often happens that they are not practical teachers to start with; they have got the office because possessing political strength; being at the very top they look around for an equally important place, but alas there is none! They return to the lower office, or to merchandizing, with reluctance.

Andrew S. Draper did a grand good work as state superintendent in New York. Now, as superintendent of the Cleveland schools, he has an opportunity of showing how well his ideas of organization apply to the schools of a city.

## Editorial Correspondence. III.

Hillsborough county is almost the jumping off place in southwestern Florida; and yet here occurred an educational campaign of most remarkable character. It was really the Old Education *versus* the New Education and the latter came out ahead.

This county was to decide last fall whether its superintendent of schools (filling out an unexpired term by appointment) should be elected by popular vote for four years of service. All other issues seemed to be forgotten or absorbed in this one and a canvass was entered on that will not easily be forgotten. Supt. Buchholz came to this country thirteen years ago from Germany; he was a thoroughly trained teacher and held an excellent place, but failing health forced him to consider either Italy or Florida as a place of residence for the rest of his life. He came into the pinewoods and set to work to plant an orange grove and learn the English language, of which he was entirely ignorant.

After the native vegetation had been replaced by another bearing flower of tropical fragrance, he began to look about him and found a scattered neighborhood with no school for the children; he persuaded the people to unite in a petition for the establishment of a public school and obtaining it, betook himself to Tampa, eighteen miles distant, to present it to the county board of education. While waiting for the decision, and wandering about the streets, he was told the teachers of the county were holding an institute. This was a new feature for the German teacher; he must see what they did. They were considering the subject of discipline, and the speaker was a tall, athletic fellow who believed in the free use of the rod. "If a boy doesn't move when you tell him, make him jump with an oaken stick; if a boy comes in with blood on his face from fighting, draw some more with your ruler."

The German teacher who had gone into a remote corner of the house, when he entered, fearing the blaze of intellectual light pervading this assembly of Hillsborough educators, was unable to allow counsel to be uttered so contrary to the maxims at the base of the pedagogical science, as propounded in his native land, without a protest. He struggled to his feet and in broken English quoted from Comenius to the contrary. He was greeted with applause by the ladies. Being able to make himself partly understood he went on to give his ideas of discipline, and found he had aroused interest and curiosity.

The school was founded by the board of education and Mr. Buchholz was, to his surprise, selected as the teacher; he spoke English so brokenly that he doubted whether he ought to take the position. The school attracted marked attention and was conducted by him for several years. The county superintendent resigning, he was appointed as his successor. And now commenced an administration that raised the schools of this county to a pitch of excellence quite beyond what might be expected in so sparsely settled a community.

Last fall there was to be an election of a successor to Supt. Buchholz. There is but one party here—the Democratic, but that did not hinder another Democrat from announcing his desire for the office. He thought it would be possible to obtain the place by placing himself on the Old Education platform. The first and main fight was for the nomination; both parties stumped the county. One candidate denouncing the word method, the use of objects, the study of plants, and other parts of Nature's realm; the introduction of drawing and construction processes, the neglect of spelling as a main feature of school work and technical grammar in the lower grades, the normal training carried on by Supt. Buchholz, etc.

The other explained the advantages of all these new ways. It was a curious spectacle. The "croakers" came from their orange groves to be told somewhat as follows: "Now, gentlemen, how did you learn to read? Why you learned the alphabet of course. That's the way I learned to read; that's the way George Washington learned to read, and what was good enough for him is good enough for me, etc."

"Now this man wants to waste the time of the children in studying objects. I never studied objects when I went to school; you never studied objects either; what was good enough for you is good enough for our children, etc., etc."

"The children are told to bring in things to study! They are encouraged to study a cat! They are told to study a dog! Next they will be driving in a cow to study her!" (This elicited immense applause.)

Supt. Buchholz was amazed to hear the methods he had employed in Germany, and that were accepted there without question, so described and ridiculed by his opponent. He was an enthusiastic teacher and not a stump speaker; he could point out that these were methods sanctioned by the most experienced teachers. In this he was ably supported by Prof. B. C. Graham, principal of the Tampa city schools, who held up the Old Education as portrayed by the opposition as something that answered well enough for past years but was unsuited to these days.

When the nomination was made, Supt. Buchholz was ahead of his opponent; still the meetings went on and the new methods were talked about in Hillsborough county during a month and the entire population became so well acquainted with them that when the election came on Supt. Buchholz had a majority of 2000! The New Education never had such a triumph! Here was a foreigner, a poor man, with no political arts, relying solely on the triumph of educational truth, battling with misrepresentation and political chicanery and overcoming it. Probably not another county in this land was ever so shaken up by discussions concerning the New Education.

Tarpon Springs, it will be remembered by readers of THE JOURNAL, was for several years the home of Prof. James Johnnot, a New York educator whose name will long be remembered; his body is lying in the cemetery among the pine trees, beneath which he walked in his declining years. When the political meeting was held at this place, Prof. Graham called the attention of the people to the fact that the distinguished educator whom they held in reverence was a noted disciple of the New Education. "If Prof. Johnnot were alive he would approve of all these new methods we are attempting to bring into our public schools; he gave his best energies to explain these methods to teachers." This reference was greeted with applause and it made a deep impression. When the votes were counted Tarpon Springs was solid for the New Education!

There are evidences that Florida is to hold a commanding influence educationally. Sheats, the new state superintendent, is a man of extraordinary activity; Patterson, of Pensacola; Glenn, of Jacksonville; Knibloe, of St. Augustine; Hamm, of Palatka; Streeter, of Ocala; Graham and Buchholz, of Tampa, are all men who are giving education a careful study. And these are not all.

A. M. K.

Tampa.

### Progress in the Study of Pedagogics.

It is always pleasant to read the good things that the educational leaders in Europe have to say about the progress that the study of pedagogics is making in this country. Such words bring sunshine to the many earnest toilers in the field, and encourage them to move forward to greater achievements. *The Educational Times* (England) of Feb. 1, contains an article on *Pedagogic Research in the United States*, from which we quote the following:

"In England we are slowly coming to accept the opinion, which this journal has for many years, through evil and through good report, maintained, that education is a science which needs patient and earnest study, and an art which needs to be carefully acquired. Meanwhile, a large portion of the English-speaking races have not waited for our lead, but have formed their own opinion, and have given to pedagogics an honorable place among university studies—following the guidance of Germany, which in this, as in other sciences, has been the teacher of American teachers.

With an enterprise and enthusiasm characteristic of the Anglo-Saxon all the world over, our cousins in the states have not been content simply to adopt German methods, but they are ambitious to surpass them, and if devotion to their science, coupled with ample material means, can give them the first place, they will undoubtedly achieve their aim.

Evidence of this energy has been supplied to us for some years by the notices of pedagogic works written in the states, which have appeared in this journal, but these publications give but a faint idea of the extent to which education is being studied.

Not only have most of the universities established chairs of pedagogics, but some of them give the subject a place of special prominence, and in Clark university, Massachusetts, which has been recently founded, entirely for the purpose of research, we find its president, Dr. Stanley Hall, establishing a 'seminary,' with the express object of doing research work in pedagogics, such as, even in Germany, has not yet been attempted. \* \* \*

Hitherto, we have been content to regard Germany as the only country where pedagogics was made a serious pursuit, but \* \* \* this makes it very clear that America will soon become a formidable rival to the older country."



Thos. D. Boyd.

Col. Thos. D. Boyd, now president of the state normal school of Louisiana, was born in Wytheville, Va., in 1854. The early part of his education was directed by private tutors, and having removed to Louisiana, he in 1868, entered the Louisiana state seminary near Alexandria—an institution over which Gen. W. T. Sherman presided at the outbreak of the war. Taking both classical and scientific courses he graduated with the master's degree in 1872. The seminary was moved to Baton Rouge, its name was changed to the Louisiana state university, and in Oct., 1873, Col. Boyd was made adjunct professor of mathematics. In 1882, he assumed the duties of professor of history and English, a position made vacant by the call of his predecessor, Col. Wm. Preston Johnston, to the presidency of the Tulane university, of New Orleans. In 1888, he was tendered the position of president of the Louisiana state normal school at Natchitoches, succeeding Dr. Edward E. Sheib, now of the University of South Carolina.

Col. Boyd found the duties awaiting him unusually exacting, and his success is evidenced by the fact that in four years the attendance in the normal department alone has increased from 44 to 163 which shows the need of more buildings and accommodations. A demand exists for graduates of this institution greater than can be supplied. He is surrounded by an able, self sacrificing faculty.

Col. Boyd has twice served as president of the State Educational Association. He was a member of the committee that established the Louisiana Chautauqua and has organized and directed the state teachers' institutes, of Louisiana, for the past four years. The history of a more advanced education in Louisiana, it is seen, must take cognizance of professional work in the school-room. It is Col. Boyd's firm confidence in the value of more philosophical methods in education that makes him the useful man he is in Louisiana.

Rev. Dr. Schanfarber, of Baltimore, recently delivered a sermon on "Religious Instruction in the Public Schools," in which he said:

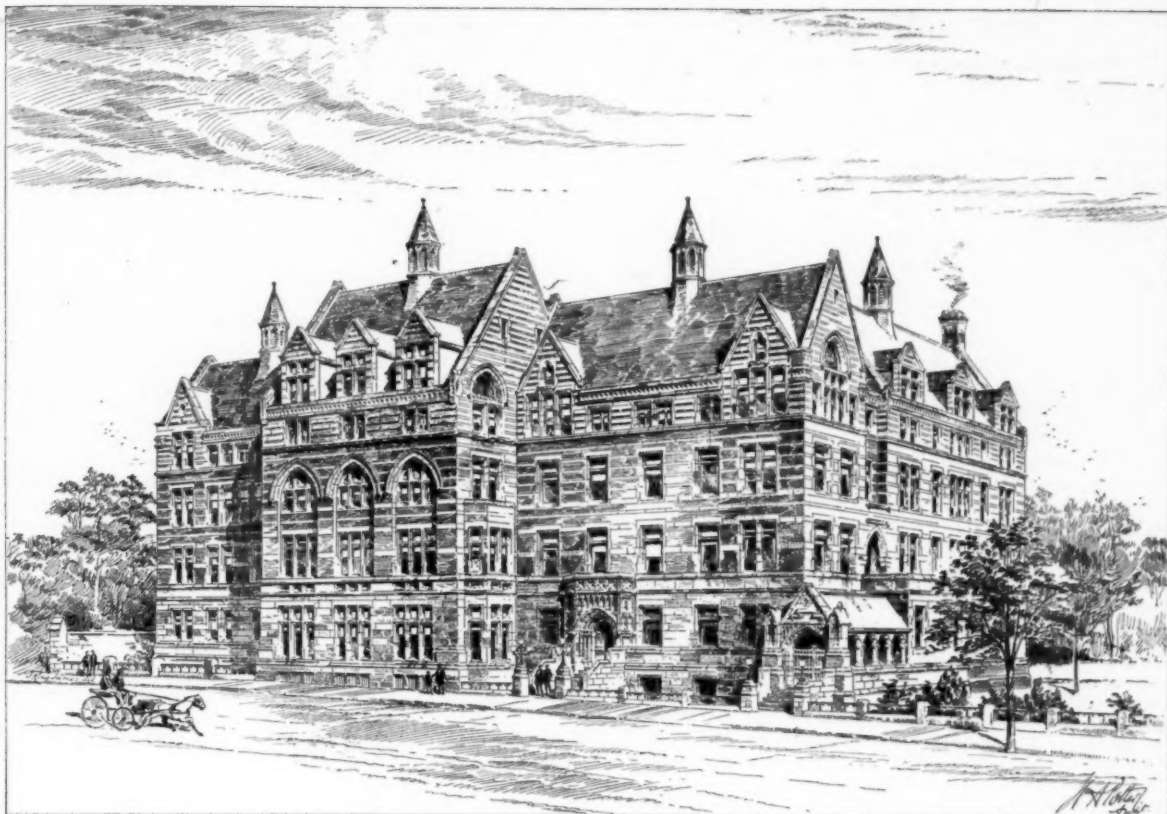
"There is a certain element in the church that has detected an error, the greatest of all errors, as it thinks, in our school system—the absence of religious instruction. Not a few hold that the system of public school instruction must be true to the claims of Christianity or they must go with all the enemies of Christ to the wall."

"A statement like this coming from the source it does is well worth consideration. It should open the eyes of all to the fact that there are enemies to our present school system and to the secular state, who would leave no means untried to accomplish their end. Church and state must be kept separate. The state has nothing to do with religion; religion nothing to do with the state. The latter has nothing to do with saving souls, and is out of its proper sphere when it undertakes to teach any one special religion.

"In doing this it would not be providing for the common good, promoting the general welfare, securing the blessings of liberty for all alike. There are others besides Christians in this country.

"To what extent religion may be taught in the public schools is a grave problem and very hard to be solved. The conclusion to be drawn is clear. Avoid the difficulties by teaching no religion, but by surrounding the school with religious influence, with a regard for law and order, and an obedience to the higher principles of goodness and morality."

Durham, N. C., will soon have a normal school for the training of colored teachers. A subscription has been raised for the purchase of a lot and erection of buildings and the state has been asked to grant an appropriation of \$1,500 to pay the teachers,



Main Building, Teachers' College, (Now being erected.)

The institution now known as the TEACHERS' COLLEGE is only nine years old, but in this short time has been an important power among the influences that have shaped the public education of this country. At first its chief work was the opening of classes in wood-working, sewing, and cooking for the children of the New York public schools. Courses of public lectures upon manual training were also instituted. The purpose of the founders of the school was to spread the new education movement by urging the introduction of manual training into the schools. The agitation created a demand for trained teachers and to meet it the school became, by natural development, a College for the Training of Teachers.

As the work developed there followed in rapid succession the organization of a department for the training of teachers in drawing, modeling in clay, color, and historic ornament; of a kindergarten department, from which already a large number of graduates have been sent out into the kindergartens of New York and elsewhere; of departments for the training of teachers able to teach physics and chemistry, physiology, botany and geology, in accordance with the principles of the new education; of physical culture, music, English, history, and Latin. This development was a natural outgrowth of the original idea; for at the outset it became apparent that manual training must be introduced not as an isolated subject but as an integral part of school work. As the foundation of these special departments, the study of the history and principles of education and the science and art of teaching is pursued each in its own department, and the school of observation and practice is maintained.

The college has no model in this country, and thus far it is the only occupant of its special field.

The elective system has been introduced during the present year, and for the year to come forty-three courses in purely professional work are offered as against sixteen at Harvard, which is the closest comparison. Applying the principle of extension the college has organized classes for the study of the kindergarten system in New York and in neighboring cities and towns, and has sent specialists in manual training to numerous schools in the vicinity; so that more than 2,000 pupils are now under this instruction in seventeen places within fifty miles of this city. By this means, and through correspondence and independent investigation, the principles and methods of the college are being diffused over the country.

A large proportion of the students are experienced teachers. Their average age is twenty-seven years.

The remarkable evolution of this work is illustrated in an interesting way by its material growth. In the spring of 1884, a single

desk in an office on East 14th street sufficed as the local habitation of the organization; in the following year this was exchanged for an office at No. 21 University Place, and another office was added a year later. These quarters proving inadequate for the growing work, the building at No. 9 University Place was leased for a term of years. Two years later this building, which had been the home of the Union Theological seminary for fifty years, had been outgrown, and the building adjoining it in the rear, No. 9 Winthrop Place, was added as the "Annex," for the department of mechanic arts. In less than two years it again became apparent that the growth of the institution made necessary the provision of more adequate buildings.

In the spring of 1892, Mr. George W. Vanderbilt, one of the board of trustees, presented to the institution twenty lots to serve as a site for new buildings, on 120th and 121st streets, between Amsterdam avenue and the Boulevard, opposite the site afterward secured by Columbia college. On this site it is proposed to erect the new college building illustrated above.

It is at present planned to build only two-thirds of the Main building, at a cost of \$330,000 and the Mechanic Arts building, in the rear of the Main building facing one hundred and twenty-first street, at a cost of \$200,000. The entire sum for the latter building has been subscribed. The greater part of the funds for the main building is either now subscribed or has been already paid in. The buildings are to be completed and ready for occupancy in the fall of 1894.

The first story of the Main building will contain the college lecture room, kindergarten room, assembly hall, instructor's laboratory, museum, reception and faculty rooms, offices, cloak rooms, etc. On the other floors are the gymnasium, with ample dressing room; the high school room with the rooms for the model school in suites; the library, reading room, seminary room, study and lecture rooms and laboratories for the departments of science and domestic economy. In the Mechanic Arts building are the stock room and repair shop, blacksmith shop, foundry, elementary manual training room, wood turning and pattern shop, machine shop, joinery room, modeling and carving room, decorative design and mechanical drawing rooms, with ample space for cloak rooms and offices.

In the construction of this building, education has not been sacrificed to architecture. This is in striking contrast to other buildings which have been either planned or built before the institution had an existence. The disadvantages of making the institution to fit the building will not exist at the Teachers' College.

## State and Education.

The American Academy of Political and Social Science devoted its eighteenth scientific session, which was held in Philadelphia on February 23, 1893, to the subject of "State and Education." Pres. Isaac Sharpless, of Haverford college, was the principal speaker.

Among the large audience were many prominent educators. Prof. E. J. James presided. The subject of the paper of Pres. Sharpless was "The Relation of the State to Education in England and America." He spoke in substance as follows:

"The English system has been built up by the slow accretions of ages, each proposed addition being required to show proof of adaptability to the other part of the edifice already erected; while here to a much greater extent, the ground has been cleared and we have been able to consult utility in determining our structure. It is not, however, the purpose of this paper to trace the causes, but some of the facts of divergences in the system of state education in the two countries. We treat of four contracts:

"First, the guarantees which the state receives that its money is properly expended by the schools. The English follow up their appropriations with most detailed care. It is not given into local hands to make what they can of it. The system is popularly called 'payment by results' and this expresses the general idea supposed to govern the method. Any denominational or private school, if it fulfil certain general conditions, can be the recipient of a government appropriation. In Pennsylvania, the legislature appropriates \$5,000,000 annually for educational uses, and there is absolutely no guarantee of results. If the schools comply with certain general laws they are entitled to draw money from the state. This is a mistake, and should be changed to some system of results.

"Second, there are no state-aided secondary schools in England. Our public school system has embraced the high school. In this respect America is far in advance of England.

"Third, in England all children have to attend school a certain amount of time each year until they have passed the standard fixed by law. A bright child may pass the required standard at the age of 11, and may be withdrawn from the schools. At the age of 13, all compulsion ceases, unless by that time the child has not passed the standard of children of 10, in which case the child must attend a year longer." The speaker said the law is generally enforced.

This is in strong contrast with the methods in the United States. Though all our schools are free, only part of the states have any compulsory laws, and of these only a few enforce them.

"Fourth, religious instruction is given in every English school. In many of our states even the reading of the Bible is omitted and the tendencies are to bring our schools to the condition where every form of religious instruction is excluded."

After the conclusion of Prof. Sharpless' address the subject was discussed by several Philadelphia educators.

It certainly is a subject of great importance and one which is becoming daily more prominent. The academy is doing good work for education by having such meetings as this one, and thereby interesting the general public in educational matters. Professor Sharpless' address will be printed in full in the May number of the "Annals."

A conference of teachers was held at Binghamton, N. Y., to discuss the courses of language study now followed in the public schools. Prof. Hart, of Cornell university, presided.

He said that the great trouble with the men who came to Cornell, and he believed it to be a complaint in all the colleges, that they were almost totally unable to write, to express themselves on paper in well constructed sentences. In many cases the spelling was terrible, capitals and punctuation marks were used as if shaken out of a pepper-box—used without any knowledge of their use, and dropped in to fill up. The writing, he said, was something frightful and in many cases it was almost impossible to decipher it. When the boy had received a diploma from the high schools he should at least have learned the manner of expressing his thoughts on paper correctly.

Prof. Truax, of Union college, had much to complain of along the same line. He thought that there was too much formula in school and college work. Besides, teachers had much to contend with as the pupils were constantly hearing bad English at home and on the street.

Prof. Bartoo said that the colleges received pupils without consulting their former teachers as to competency, and that he was circulating a petition asking the colleges to allow the teachers to state whether they thought an applicant was competent or not.

The School Directors Association, of Delaware county, Pa., has declared itself in favor of the adoption of industrial education and recommends that it should be introduced into the schools as speedily as practicable.

At the meeting recently held at Boston talk among the superintendents occasionally turned to the criticisms of Dr. J. M. Rice

in the *Forum* on the public schools in the different cities of the Union. One prominent Western educator took the position that Dr. Rice's method of examining school systems was partial and unfair; that he was not, on the face of the returns—that is to say, judged by his own articles—an educational expert; that his injudicious criticisms were working great injuries to the schools of the country. But this point of view was assailed by one of the best known educational experts present at the meeting, who maintained that those who resented such careful and honest, though, perhaps occasionally mistaken criticism of the schools, were the modern representatives of those who persecuted the prophets and stoned them that were sent unto them.

The Philadelphia Educational Club composed of male teachers and principals of the public schools, has secured some thoughtful suggestions from eminent educators which may be of interest to other associations.

The main criticism is that the club represents a comparatively small body of teachers and does not by its organization comprehend the various and numerous educational interests of the city. Drs. Pepper, Gilman, Angell, Rice, and Eliot writing independently concur in the opinion that a broader representation of educational interests is desirable, and it has therefore been suggested that while the management should be left in the hands of a few judicious yet progressive teachers the door to membership should be thrown wide open not only to teachers of both sexes but to business men and others interested in private schools, trade schools, technical and art schools, colleges, and universities.

The scheme is a broad one, which, if successfully carried out, will give deeper and more practical and lasting value to the work of the Educational Club.

The National Geographical Society, with a view to encourage the study of geography in the public schools of the United States, has instituted a system of certificates and medals for annual award in each state to such graduating pupil of a public high school as shall write the best original geographical essay on a subject to be selected by a committee of the society. The subject of the essay will pertain to North America, and is to be comprehensive in scope and limited in length, so as to afford opportunity for originality of treatment. State superintendents of education are requested to co-operate with the society. The geographical gold medal lately established by the National Geographical Society will be awarded to the best essayist of the United States, while the second essayist will receive a certificate of honorable mention. Gen. A. W. Greely, Prof. T. C. Mendenhall, and Prof. W. B. Powell constitute the committee charged with the selection of the subject and the award of the prizes for 1893.

The teachers of Worcester, Mass., enjoyed a rare treat last week. Dr. J. G. Wight read a paper on "King Lear," Supt. A. P. Marble spoke on "English in the schools," and last but not least Miss Edna Dean Proctor, the poet, delighted them by reciting two of her own poems, "Columbia's Emblem" and "Ode to Columbus."

At the close of the meeting Supt. Marble urged the teachers to form literary clubs as means of promoting sociability and self-advancement.

The New Orleans teachers of Latin have organized an association to discuss methods and courses of study for the teaching of Latin. At the first meeting the recommendations of the conference on teaching Latin recently held at the University of Michigan were briefly discussed. The point that the syntax should be taught in connection with the writing of Latin will be fully considered at the next meeting.

The Crawford Co. (Iowa) teachers' association held its last session at Dow City. The following subjects were discussed:

"Individuality in Instruction," Ida Mosher; "Pupils' Rights," Sadie Acker; "Best Methods in Geography," Nora Butler; "How to Secure Best Attendance and Punctuality," Prof. Woodward; "Synthetic Methods in Rural Schools," Minnie Talcott.

The Brooklyn Teachers' Aid Association will hold a fair and bazar at the Brooklyn Academy of Music during the week of April 10-15. This association, now entering upon its fifth year, was organized to secure an annuity fund for members incapacitated for service after a specified term of years, or for a relief fund for teachers ill or out of work.

A number of St. Louis women have prepared two petitions to the Missouri legislature. In one they ask for such an amendment of the general laws of the state, that women may be eligible as directors of the public schools. The second petition is for an amendment to the state constitution changing the school age of children in cities of 10,000 or more inhabitants so as to be between the ages of four and twenty years.

### The School System in Arizona.

Arizona has a splendid system of public schools and at school elections all taxpayers and all parents or guardians of children of school age are entitled to vote without distinction of sex. Every child in the territory can receive a free education, and if too poor to obtain text-books the school district must furnish them free of cost. In these schools no religious tests of any kind are permitted either as to teacher or pupil, and sectarian instruction is absolutely forbidden. Teachers are paid from \$90 to \$125 per month. The counties levy a school tax of seventy-five cents upon each \$100 of assessed property and adds to the amount thus raised the money derived from certain licenses, fines, and penalties, while each school district which is two miles in extent and includes at least ten children is entitled to an annual allowance of \$400. And this system of schools is sustained entirely by the people of the territory, with no assistance from the national government excepting a small annual payment for the benefit of the university at Tucson.—Ex-Governor of Arizona in March *North American Review*.

A bill is before the N. Y. Legislature amending the compulsory educational act providing that all children between the ages of 7 and 14 shall attend school the entire session, instead of 14 weeks as at present, and that those between 14 and 16 who are not employed at work shall also attend. When parents cannot afford to purchase books, they shall be furnished by the school. School districts neglecting to obey this provision shall forfeit their share of the general school funds.

Bordman Hall, the new law school building of Cornell university, was formally opened last month. Judge Finch, of the New York Court of Appeals, presented to the school the library of the late M. C. Moak, consisting of 12,000 volumes, many of them very rare works. The Moak library was purchased for the university by the widow and daughter of Judge Douglas Boardman, first dean of the Law school.

The teachers of Nashua, N. H., have drawn up and circulated a petition to present to the board of education to have Mr. Gowling, who has recently been appointed state superintendent of public instruction, retained as head of the city school.

## Beware of March Winds

The moods of March are proverbial. Changeable weather aggravates conditions of ill-health. It is especially injurious to those who suffer from weak lungs, or whose general lack of strength from any cause renders them extremely sensitive to such sudden changes of temperature.

Scott's Emulsion is effective even in deep seated pulmonary troubles; its results in Bronchitis and troublesome Coughs and Colds are of a character nothing less than remarkable.

## SCOTT'S EMULSION

of Cod Liver Oil with Hypophosphites of Lime and Soda is so much of an improvement over plain cod liver oil, the latter has practically gone out of medical use. Scott's Emulsion has not only preserved the EFFICACY of cod liver oil, but has greatly STRENGTHENED it—made it DIGESTIBLE—made it PALATABLE—made it a TONIC as well as a FAT-FOOD. Physicians everywhere speak of its gratifying results in their practice.

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*Write for our little book on Development of Strength and Form—Free.*

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Prepared by SCOTT & BOWNE, Chemists, New York.

Sold by all Druggists.—Price \$1.

Wesleyan college has voted to adopt the Princeton plan of conducting examinations. No professor or tutor will be in the room during an examination, save to give out the questions, but after it is over each student will sign the following affirmation on his paper: "I have neither used nor given any assistance during this examination."

In Utica, N. Y., each teacher is allowed two days without the loss of pay during the school year for the purpose of visiting other schools, either in the city or elsewhere. The teachers are making good use of this privilege. The places visited last month, under the direction of the superintendent, were New Hartford, New York Mills, Syracuse, and the city schools. This month the schools of Yonkers and other places will be taken in.

The method of teaching spelling in the Rochester, N. Y., public schools has been radically changed. Hereafter the regular text-book work will be supplemented each day by a spelling exercise of miscellaneous words taken from all departments of study. The spelling exercises will be for the most part oral and not written. Is Rochester going to drop out of the lines of progress?

An English salt concern has made a salt statue, modeled after Bartholdi's "Liberty Enlightening the World," in New York harbor. The statue is 5½ feet high and stands on a rock salt base, 7 feet high. The salt was taken from a mine 250 feet deep. The English firm will send it as an exhibit to the World's fair.

At Vassar college one of the professors failed to arrive. After waiting ten minutes the class, instead of bolting as boys would have done, appointed one of their number teacher *pro tem.*, and when the professor walked in some half hour later she found the recitation going on as usual.

Supt. Lane, of Chicago, and his assistants are planning a rearrangement of the courses of study in the schools. Singing will be favored as a class exercise, but the study of the theory of music will probably be discontinued in the primary grades.

### Cornell University Summer School.

During the past summer, courses of instruction were offered by professors and instructors of Cornell university in Greek, Latin, French, German, English, philosophy, mathematics, physics, chemistry, botany, drawing, and physical training.

The list of courses offered for the summer of 1893 is greatly increased. Among the additions are psychology and pedagogy, and social and economic science.

Summer courses in the school of law will also be offered this year for the first time, instruction being given by the entire faculty of the school.

### Teachers' Columbian Hall.

(Teachers' Headquarters at the World's Fair.)

*Near entrance.*—500 feet from the best entrance, Woodlawn avenue.

*Convenient to city.*—Two blocks from elevated station, 5 cents fare.

*The best guests.*—500 of the leading superintendents, high school principals, and teachers have already engaged rooms here.

*The cheapest by half.*—Other first class brick hotels in this, the best part of the city, are charging double our prices. Our prices are 75 cents to 90 cents per day.

*Management well-known.*—The manager, Orville Brewer, is well-known to all teachers.

*No danger from fire.*—A frame hotel in suburb, near Chicago, put up for the World's fair, recently took fire and burned in 20 minutes. All large frame hotels are in like danger. Columbian Hall is brick.

*The only hotel for teachers* in walking distance of the fair. Hence visitors not at the mercy of railroads and street car lines which are already over crowded and always subject to strikes and blockades. Write now for rooms. Teachers' Columbian Hall Association, 70 Dearborn street, Chicago.

### Educational Association Meetings.

MARCH 21-24.—Pedagogical Section, Florida State Teachers' Association—De Funiak Springs.

MARCH 31.—Central Illinois Association—Monmouth.

APRIL 4-5-6.—Ontario Educational Association.—Toronto.

JULY 25-28.—Educational Congress at the World's Fair.

That tired feeling will not trouble you long if you take Hood's Sarsaparilla. Sold by druggists.

## Correspondence.

### Schools in South Florida.

To the Editor of THE SCHOOL JOURNAL:—"The general desire for education, and the general diffusion of it, is working, and partly has worked, a great change in the habits of the mass of the people." Bishop Ryder, in this utterance, has defined what these people are now experiencing. School systems, antiquated and barbarous, have been supplanted, in some position of this semi-tropical territory, by bright, interesting methods, which not only engage industriously, the pupil, but attract the attention of the parent and guardian. The relegation of the "sesquipedalian" pedagogue, and his "birch rod," and his hours from "milkin' time to milkin' time" is one of the noticeable features. One by one, the counties fall into line, and proclaim by their institutes, "We are up to the times," and enjoin upon candidates, the necessity of taking at least one SCHOOL JOURNAL, and enforce improved methods upon each school district, through the teacher, and the charts, wall-maps, blackboards, and model furniture.

The time was, that the three R's, occupied the whole attention of the master, and the emphasis placed thereon gave but nominal results. When we deemed it necessary to introduce an advanced line of studies, the "neighborhood" was up in arms, and declared the books of the past generation were good enough for the rising progeny. It was in '69 I sent to Philadelphia for a reading chart, and if ever the end of time was looked for in eager anxiousness, by the believers in Miller, Smith & Co., these patrons of mine, looked earnestly and anxiously every mail to get the first glimpse of the "critter," and when its arrival was announced, many came to the "noisy mansion," to examine this wonderful thing, which they suspected would read to the children and "larn" them without any effort on their part. The first blackboard "was a plum sight," old patriarchs exchanged peculiar views as to its value, and finally one good venerable father protested its usefulness, by declaring it "minded him of a coffin 'twas so black." An abacus, a temporary one, made of sewing thread spools, called forth many funny expressions.

The new and progressive methods, have come to stay and none deserve more credit in perpetuating their growth than the Kellogg school publications.

MIAMMA.

A. H. D. WILMARTH.

### How to Secure Politeness from Pupils.

Perhaps there is no better way to secure this end, than for teachers to be uniformly polite in all their intercourse with pupils. The supreme authority given by a teacher's position often induces the use of an imperious tone upon every occasion; hence we hear commands, instead of requests; pupils are told to do things, instead of being asked to do them. "Smith, shut that door." "Mary Jones, stand straight."

Here it would be advisable to substitute the circumflex accent, for the authoritative falling inflection, or to use the interrogative instead of the imperative form of sentence. "Shut the door, Harry, please." "Stand straighter, Mary," accompanied by a smile or a pleasant look will assuredly gain the purpose. Politeness of conversation requires a well-modulated tone of voice.

Classes should be taught that the same quality of voice, used in the home parlor is acceptable in the school-room. They should not be allowed to shout their lessons, or even to read in a loud, high key.

Pupils should not be dismissed without giving the salutation, "Good afternoon" to the teacher. In large schools politeness of this sort is often subservient to discipline. The classes are dismissed at tap of the bell; pupils rise, face, march out (often with their backs to the class-teacher) and pass without a salutation. Say to pupils, "Don't go home without wishing me 'Good afternoon.' If you have not the opportunity to speak, as you pass, you can incline your head, or, at least look at me. I shall always be looking at you." Instruction in the various points of street or house etiquette, is always in season. Sometimes it will be needful to tell the boys of your class, that it is customary for a gentleman to doff his hat, upon meeting a lady, and they should be encouraged to lose no opportunity of performing so graceful an act.

By E. B. G.

To the Editor of THE SCHOOL JOURNAL:—I am teaching a district, country school, eleven miles south of town. In this school I have three children that come every cold morning filled with whiskey. They say they are made to drink it.

I have talked with the parents of these children, by their own fire-side, and they would stop for a while and then begin anew. What must I do more than I have done to save these dear little children? I long to see the time, and hope it is not far distant, when every saloon and whiskey still will be moved from the presence of man. Please help me fight this enemy.

SUBSCRIBER TO THE JOURNAL.

Talk to the parents again. A second remonstrance will often accomplish what a first fails to do. Urge upon them that whiskey makes their children unpleasant seat-mates for the other pupils—that its fumes upon the breath turn some people deathly sick. A comparatively superficial consideration sometimes moves a person incapable of receiving a deeper thought. Try to enlist the co-operation of some influential neighbor, some friend of the family. Perhaps the school trustees would aid you if you asked them. Create a temperance sentiment in your school by temperance talks and lessons. Back numbers of THE SCHOOL JOURNAL will help you here.

THE SCHOOL JOURNAL is published weekly at \$2.50 a year. To meet the wishes of a large majority of its subscribers it is sent regularly until definitely ordered to be discontinued, and all arrears are paid in full, but is always discontinued on expiration if desired. A monthly edition, THE PRIMARY SCHOOL JOURNAL for Primary Teachers is \$1.00 a year. THE TEACHERS' INSTITUTE is published monthly, for those who do not care for a weekly, at \$1.25 a year. EDUCATIONAL FOUNDATIONS is a monthly series of books on the Science and Art of Teaching, for those who are studying to be professional teachers, at \$1.00 a year. OUR TIMES is a carefully edited paper of Current Events, and Dialogues and Recitations, at 50 cents a year. Attractive club rates on application. Please send remittances by draft on N. Y., Postal or Express order, or registered letter to the publishers, E. L. KELLOGG & CO., Educational Building, 61 East 9th St., New York.

## New Books.

Robinson's arithmetics are so well known in the schools that it seems superfluous to recommend them. The *Rudiments of Arithmetic* in its various editions has had a very extensive sale, owing to its many admirable features. A new edition has just been issued to which has been added about forty pages of introductory exercises. These adapt the book for use in a two-book series, in connection with the *Practical Arithmetic*. On the other hand, if preferred, the book may be used as the second of a three-book series, in which case the introductory exercises may be omitted. Throughout the book the rudiments of arithmetic have been presented in as simple and attractive a form as possible, and theory has been subordinated to practice. The brief, clear, orderly presentation of the subjects will, as in the past, make a wide demand for this arithmetic. (American Book Co., New York, Cincinnati, and Chicago.)

Genevieve Stebbins, a leading exponent of the Delsartean system in America, has published the result of her latest investigations and of many years' teaching in a volume bearing the title *Dynamic Breathing and Harmonic Gymnastics*. The author in this volume gives the principles of her method of teaching and the exercises that her pupils practice. It is a text-book of, and a guide to, dynamic breathing and harmonic gymnastics—a system based upon the theory that breath is life and that the parts of the body should be and can be brought into harmonious relationship and activity. This co-ordination—which includes the mental as well as the physical—is indispensable not only to the platform and stage artist, but to every person who would attain to his highest development and greatest activity. The book contains a frontispiece portrait of the author. (Edgar S. Werner, New York. \$1.50.)

To those interested in the study of constitutional questions there is much food for thought in the recent volume of Caleb William Loring, entitled *Nullification and Secession*. The author gives the history of the Webster-Hayne contest, points out how nationality was intended in the constitution and how the supremacy of the constitution was maintained, and reviews the Jackson-Calhoun episode and points out its significance. The Kentucky and Virginia resolutions, as a part of the controversy, are fully explained. The author maintains that at the beginning of the history of our government the supremacy of the constitution was never questioned by men of any party. He has presented this side of the case with much ability and will undoubtedly convince most persons that there is a stronger force than that of arms to keep the states in the Union. (G. P. Putnam's Sons, New York and London.)

That the art of poetry is not altogether lost in this busy, practical age is shown by the volume of verse by Harriet Monroe, entitled *Valeria and Other Poems*, that has lately appeared. The title piece is a five-act tragedy of Italian life written in musical blank verse and with much dramatic force. It is admirable in plot and situation, and its charm is much enhanced by the many songs scattered through it. The author scored a remarkable success in being chosen to write the ode for the dedication of the World's Columbian exposition in Chicago. The ode,

which is contained in this volume, has been much admired for the truth and beauty of the sentiment and the harmonious movement of the verse. There are many other shorter poems, various in character and form, showing that the author's imagination has a wide range. The excellence of the work in this volume will lead the public to expect much more from the gifted author. (A. C. McClurg & Co., Chicago. \$1.50.)

When one edition after another of a text-book are called for, it is a sufficient indication that it has high merit, that it is well adapted for those for whom it was designed. *Ganot's Elementary Treatise on Physics*, translated by E. Atkinson, Ph.D., F.C.S., has gone through edition after edition until it has now reached its fourteenth. In France, it passed through nine large editions in little more than as many years; translations have been made into German and Spanish. In the present English edition the work has been enlarged by thirty-two extra pages, bringing the number up to 1,115. The book is called elementary, yet the subjects are treated with sufficient detail and with enough application of mathematical formulae, to make it all that is usually required for study in the higher schools and colleges. It is clear and concise in its explanation of physical laws and phenomena, and methodical in the arrangement of subjects. The translator has retained throughout the use of the Centigrade thermometer, and in some cases he has expressed the smaller linear measures on the metrical system. As to illustrations, there are nine colored plates and maps in the volume including a magnificent frontispiece "table of spectra" and 1,028 wood cuts. A book so valuable in matter and so attractive in form will surely keep its place as a standard college text-book. (William Wood & Co., New York.)

Pierre Loti's *Pecheur d'Islands*, edited with notes by R. J. Morich, chief modern language master in the Manchester grammar school, England, has been added to Heath's Modern Language series. In addition to its interest as a story and its merit as a literary work, it will furnish good practice in reading to the student of French, and greatly enlarge his vocabulary. The notes have been prepared with great care. (D. C. Heath & Co., Boston. 30 cents.)

The wit and vivacity of the French nature are well illustrated in the comedy entitled *La Cigale chez les Fourmis*, by M. M. Ernest Legouve and Eugene Labiche, that has just been issued in a paper covered volume of thirty-seven pages. It has English notes by Prof. Alphonse N. Van Daell. (Ginn & Co., Boston.)

While a school physiology is not expected to treat the subject as scientifically as those works intended for the use of specialists, it should give a good general idea of it and besides contain much information that a well educated person is supposed to possess. We believe the *Academic Physiology and Hygiene*, by Orestes M. Brands and Henry C. Van Gieson, M. D., about meets the requirements of an elementary school text-book. Anatomy and physiology have been treated as a means rather than an end. While the treatment of each topic is elementary, and divested of technicality as far as practicable, the essential facts are stated with the fulness needed to set forth clearly their educational value. The style is direct and simple, and the book is one that will be serviceable for general reading as well as for school-room study. Of especial value are the chapters on foods, drinks, and digestion as well as those on the nervous system, the skin, clothing, and

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There is no doubt that many facts of science can be taught to the youngest children if the right method is pursued. One of the most common and successful of these is the use of supplementary readers. A charming little book that presents many facts of botany is *Nature Studies for Young Readers*, by M. Florence Bass. Some of the lessons are easy enough for First Reader pupils, while others are better adapted to children of a higher grade. The book is intended to be a change from the regular reader, and not to be read through continuously by any class. The type is large and clear and the illustrations numerous and handsome. (D. C. Heath & Co., Boston. 30 cents.)

Among the many useful aids in the study of history, one of the best is *Longmans' Summary of English History*, a small volume but one that contains a vast amount of well arranged material. It is based on the *Text-Book of English History*, by Osmund Airy, but may also be used with *A Student's History of England*, by S. R. Gardiner. It has several outline maps to illustrate different periods of history. The book by giving a clear outline of the events connected with English history will prevent one getting lost amid a maze of names and dates, and will give an idea of the relative importance and the relative nearness in time of different events. (Longmans, Green & Co., London and New York. 40 cents.)

A little book has just appeared whose object is to encourage and aid children to study flowers, not merely as objects of beauty but as objects of nature created for some purpose. It contains printed blanks to be filled in after the flower has been analyzed. All the principal points are noted, and by this plan of keeping a record the child's memory is assisted and he has the great satisfaction of being able to preserve the results of his work. (D. H. Knowlton & Co., Farmington, Maine. 15 cents.)

A series of select novels in paper, 50 cents, cloth, 75 cents, is being issued by J. B. Lippincott Company. This series contains many stories by living authors of merit. One of the latest volumes is *Drawn Blank*, by Mrs. Robert Jocelyn.

Whenever a really useful article is invented the plan is usually so simple that everybody exclaims, "Why did I not think of that!" Its beauty consists in its simplicity and it is only the inventive genius who can adapt things to their uses in this perfect manner, however simple it may seem. One is led to the above reflections on examining Chandler's Adjustable School Furniture. For years children have suffered torture by having their feet left danc-

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## Magazines.

—In *The Popular Science Monthly* for March Prof. C. Hanford Henderson completes his illustrated account of "The Glass Industry," describing the gradual advance of glass-making in America from 1800 to 1880, and the immense stride it has taken since the introduction of natural gas as fuel. Considerable light is thrown upon the problem of irrigating our Western lands in an illustrated article on "Artesian Waters in the Arid Region," by Robert T. Hill. A strange phase of life in colonial times is exhibited in Colonel A. B. Ellis' paper on "White Slaves and Bond Servants in the Plantations." An explanation of "The Decrease of Rural Population" is attempted by John C. Rose. Under the title of "An Agricultural Revolution," Prof. Clarence M. Weed describes, with illustrations, the operation of spraying fruit trees with insecticides and fungicides.

Two important articles on the Hawaiian question appear in the March number of the *North American Review*, the first by Louisa A. Thurston, who points out the "Advantages of Annexation," and the second by George Ticknor Curtis, who considers the constitutional aspect of the case. The "Claims to Statehood" of New Mexico and Arizona is set forth in articles by the governor and ex-governor of those territories. Madame Adam contributes "Recollections of George Sand." "Conceptions of a Future Life" is the title of an article, by Archdeacon Farrar.

—The March number of *Worthington's Magazine* opens with a superbly illustrated article upon "The Chicago Women's Club," written by Sara A. Underwood, one of its prominent literary members. Miss Lilian Whiting, a personal friend of Bishop Brooks, gives an interesting study of the man. A paper of extraordinary interest is that by the late Amelia B. Edwards on "How I Write a Novel."

—The special feature of *Current Literature* is the great variety of matter presented, making it one of the most entertaining magazines of the day. Among the articles calling for special mention in the March number are the biographies and recollections of the distinguished persons who have recently died. The departments of verse have been greatly added to, while a good idea appears in a single page illustration of the fashions of the day.

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—A figure picture by Luke Fildes has been reproduced by the photogravure process for the frontispiece of the *Magazine of Art* for March. It is called "La Zingarella" and belongs to the Venetian period of Mr. Fildes' art life. It represents a young and pretty girl "with gypsy blood in her veins," and is very suggestive of the color of the painting. There is a symposium of suggestions for a new fine art copyright act in England from the pens of Holman Hunt, Seymour Haden, Britton Riviere, H. T. Wells, John Brett, and Mr. Poynter. Walter Crane furnishes the second of his papers on "Design" with his own illustrations, and Mr. Swinburne's little carol is illustrated by W. E. F. Britten.

—A new magazine, *American Young People*, published in Chicago, has for its aim the education of the youth of our country in the principles of patriotism and true citizenship.

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## The Publishers' Desk.

Teachers who go to the Columbian exposition will naturally look for exhibits there from firms with whom they have had dealings. Such will be glad to learn that the Joseph Dixon Crucible Co., Jersey City, N. J., has at last been awarded a space, 25 x 28 feet, in the Mines building for a general exhibit of graphite productions: such as crucibles, lubricating graphite, plumbago facings, Dixon's stove polish, graphite specialties for electrical and other work, etc. They will be very glad, then and there, to see the million and one friends of the Dixon Company and "American Graphite" pencils.

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"I never before taught algebra with such good results. I give the credit of our success to the text-book," says Miss Helen M. Parkhurst, of the high school, Worcester, Mass. The book referred to was Bradbury and Emery's Academic Algebra. Prof. George T. Eaton of Phillips academy says that no algebra superior to it, designed to prepare boys for New England colleges, has yet been written. A copy for examination will be sent on receipt of fifty cents to Thompson, Brown & Co., 23 Hawley street, Boston.



Willie Tillbrook.

The following is from Mrs. J. W. Tillbrook, wife of the Mayor of McKeesport, Penn.: "My little boy Willie, now six years old, two years ago had a scrofula bunch under one ear which the doctor lanced and it discharged for some time. We then began giving him Hood's Sarsaparilla and the sore healed up. His cure is due to HOOD'S SARSAPARILLA. He has never been very robust, but now seems healthy and daily growing stronger."

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